

THE AMERICAN School Board Journal

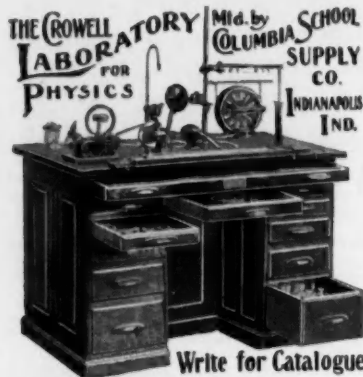
September



Sept. 1902.
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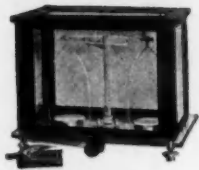
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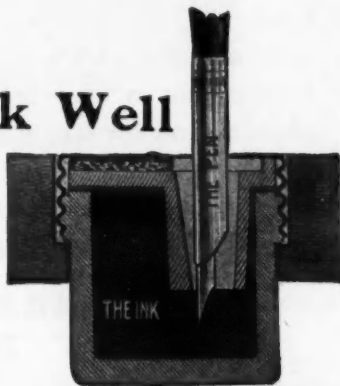
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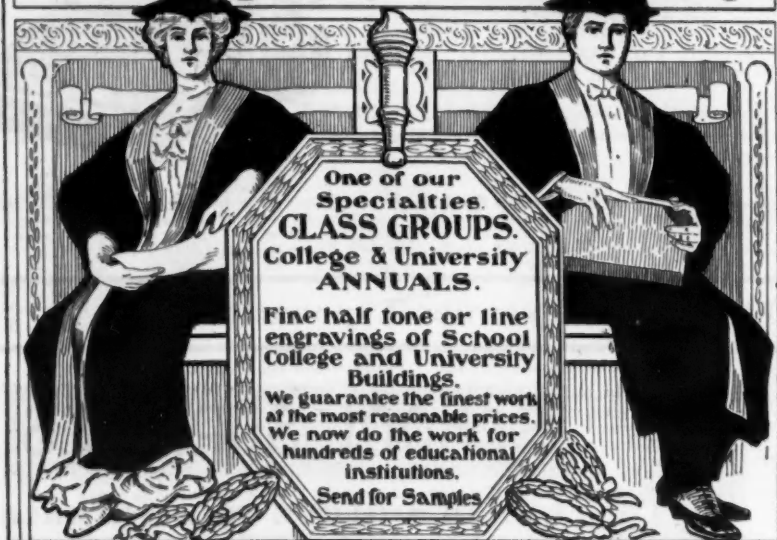
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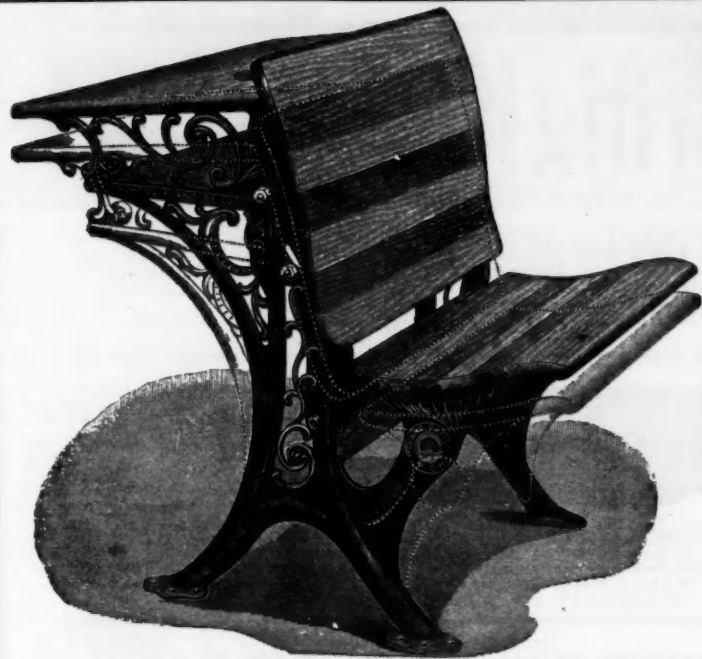
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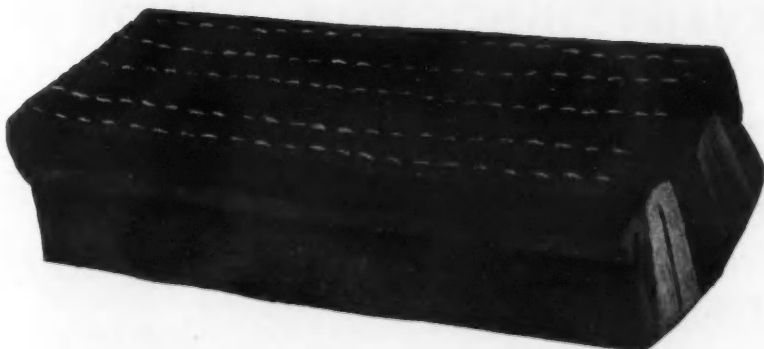
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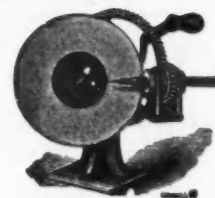
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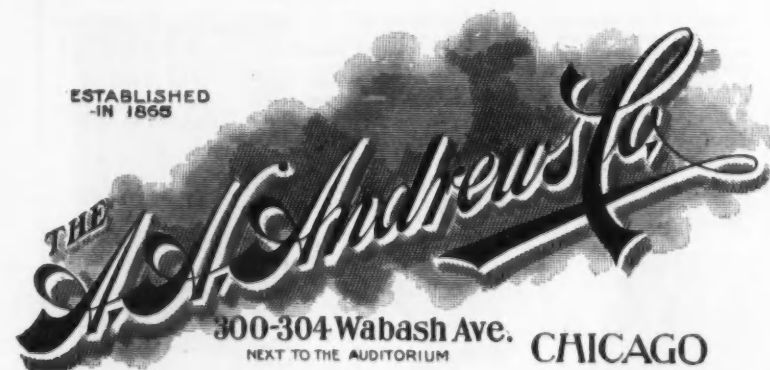
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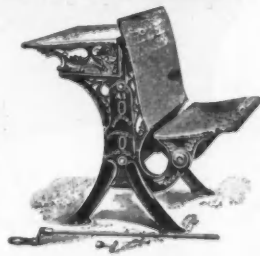
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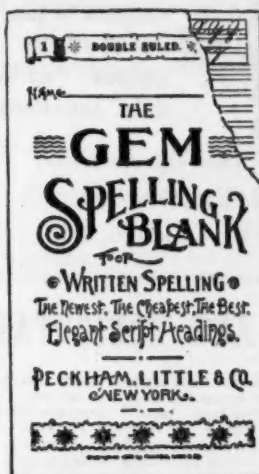
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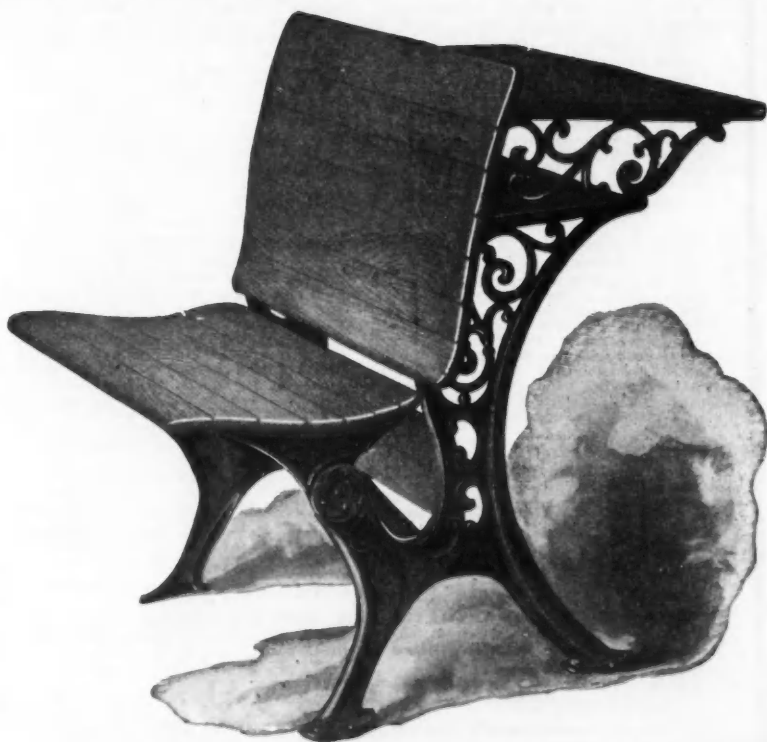
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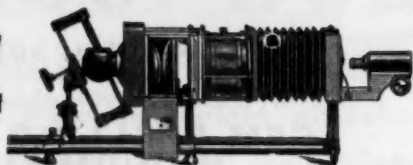
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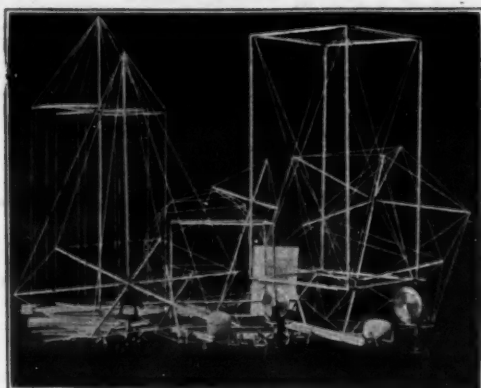


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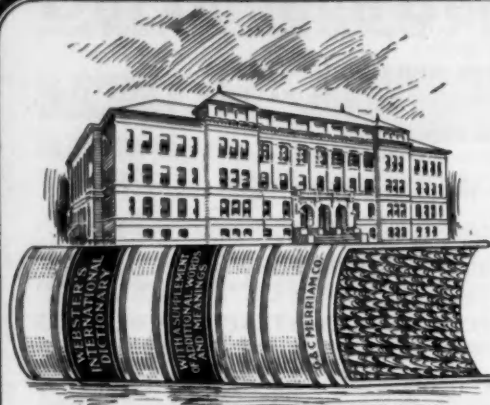
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NEW YORK—CHICAGO, SEPTEMBER, 1902.

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CHICAGO'S NEW SALARY SCALE.

A new rule adopted by the Board of Education fixed the salaries of teachers on a basis of term of service, competency and periodical examinations.



Election of School Officers.

Where a school trustee took the oath of office before the county superintendent, the failure of the record of the superintendent to show the fact does not deprive the trustee of his right to the office. *Graham vs. Jackson, Ky.*

The fact that the election on a question submitted at a special school meeting did not begin at 7 a. m. and close at 6 p. m., and that a chairman and secretary were elected, and tellers appointed, instead of electing three election judges, as required by the law prescribing the mode of holding elections at the annual school meetings, does not invalidate such election, since the statute applies to the annual meetings only. *Burnham v. Rogers, Mo.*

Discharge of Teachers.

Overpayments of salary of county superintendent, made under a mistake of fact and induced by such superintendent's false statements, are not voluntary payments, and may be recovered back by the county. *Wiles v. McIntosh County, N. D.*

School directors are justified in discharging teachers, when for sufficient cause the best interest of the school requires it. *Robinson v. School Directors of Dist. No. 4, Ill.*

Cancellation of Contracts.

Although it may not be fraud justifying the rescinding of a contract for one to make a promise to do an act in the future, with an intention of keeping it, a contract to teach school procured upon condition that the teacher will remain unmarried during the school term may be rescinded upon failure to perform the condition. *Guilford School Tp. v. Roberts, Ind.*

In an action against a school township for breach of a contract of employment as a school teacher, wherein the only defense was that plaintiff procured the contract by fraudulently and falsely representing herself to be unmarried, the evidence showed that, in her first interview with the school trustee, plaintiff stated that she was not married, and did not intend to be married during the school year, and that the trustee told plaintiff that he would not employ a married woman as a teacher; that about two months thereafter plaintiff signed the contract in her maiden name, at which time she had been married four days; and that the trustee had no knowledge of such marriage, and she did not disclose it to him. Held, that a verdict for plaintiff was contrary to evidence. *Guilford School Tp. v. Roberts, Ind.*

The rule that fraud cannot be predicated upon acts which a party has a legal right to do, nor upon the non-performance of acts which by law he is not bound to do, has no application to a case where a contract to teach school was procured upon the representation that the teacher was unmarried, and the pledge that she would not marry during the school term, when in fact she was married at the time she signed the contract. *Guilford School Tp. v. Roberts, Ind.*

List of Appointees.

The law provides that the city superintendent of schools shall make a list of persons eligible to appointment as principals of the public schools, and that the list shall contain the names of those licensed before the charter took effect as well as the names of those licensed by the board of examiners. Held, that the list made up for the school board must include the names of those licensed prior to the time the charter took effect. *People v. Maxwell, New York.*

Taxation and Teachers' Salaries.

By Supt. A. G. Lane, Assistant Supt. of Schools, Chicago, Ill.

The evolution of the system of public instruction during the last century has brought about radical changes in the requirements for teaching, and has rapidly developed the professional teacher. The natural result of increased efficiency in any department of labor is increased compensation.

The vast sum spent for the education of the youth of this country is an indication of the importance placed upon it by the people. A republic's strength is measured by the intelligence, prosperity and ideals of its people. The ideal standard that "all men are endowed with certain inalienable rights" has been interpreted by the people to mean that an education is an essential need of every child, also a right, and that it is the foundation for citizenship.

In cities the problems of providing good streets, water, light, transportation, police and fire protection, parks, libraries and schools have been carefully considered, and are being successfully worked out. The equity and justice of caring for the sick, the defective and the helpless poor have been quite fully recognized.

Cities have made many demands and the response of the people in voting taxation has been prompt and willing. The rapid development of the country, the productive harvests, the rich mines, the boundless resources of wealth, have made it comparatively easy in the past to pay taxes for all public improvements.

With increased wealth, the rates of interest on money have increased the percentage of profits on small lines of business has been less; concentration in capital has resulted. These changes have led to a scrutiny of taxes, to their evasion, to reduced valuations, to legal limitations, and in many instances to restricted public improvements, and to impaired public service.

Any comparison of the growth, improvement and cost of public service in the cities of this country will show that the older cities are gradually classifying their revenues and expenditures, concentrating the taxing power in one body to secure equity, making fair provision for the necessary departments of public service, and limiting the total tax levies to a rate per cent. in harmony with substantial conservative business interests.

An examination of the report of the Commissioner of Labor Bulletin 36, September, 1901, p. 925, gives statistics showing that the rate of school expenditures to the total expenditures was as follows: New York City, 15 per cent.; Chicago, 32 per cent.; Philadelphia, 17 per cent.; St. Louis, 17 per cent.; Boston, 16 per cent.; Minneapolis, 25 per cent.

In comparing the items for Chicago with the other cities, we find that the taxes levied in Chicago for special assessment and by the Drainage Commission are not included, hence the large per cent. credited to Chicago would be reduced.

The percentages in other cities are: Cleveland, 21.5; Buffalo, 19; San Francisco, 21; Cincinnati, 15.5; Pittsburgh, 14; St. Paul, 19; Omaha, 26; Los Angeles, 33.

The higher rates in Chicago, Omaha and Los Angeles are partly produced by the large amounts expended for buildings.

The school revenues are therefore from 17 to 25 per cent. of the total tax.

From the report of the U. S. Commissioner of Education for 1900 we find that the expenditures for teaching, as compared with the total expended for the schools, is as follows: New York City, 53 per cent.; Chicago, 68 per cent.; Philadelphia, 58 per cent.; St. Louis, 54 per cent.; Boston, 58 per cent.; Minneapolis, 65 per cent.; Cleveland, 60 per cent.; Buffalo, 59 per cent.; San Francisco, 82 per cent.; Cincinnati, 82 per cent.



MRS. ELLA OGLE SHOEMAKER,
President Board of Education, Massillon, Ohio.

The high percentage for San Francisco and Cincinnati are explained by the fact that only 2 per cent. of total expenditures was for buildings, and in Chicago for the year 1900 only 10 per cent. of the expenditures was for buildings. On the other hand, in New York City the amount for buildings was 27 per cent. of the total expenditure; in Philadelphia it was 26 per cent., and in Minneapolis it was 20 per cent.

New York State spent \$36,395,269 for schools for the year 1901, of which 59 per cent. of it, or \$21,504,619, was for teachers' salaries.

Illinois spent \$18,167,219 for school purposes for the year 1900, of which 63 per cent., or \$11,415,992, was for teachers' salaries.

About 60 per cent. of the total tax for school purposes then is expended for teachers' salaries. An examination of similar tables for other years and for some other cities and states shows some variations which doubtless could be easily interpreted, if all the facts were known.

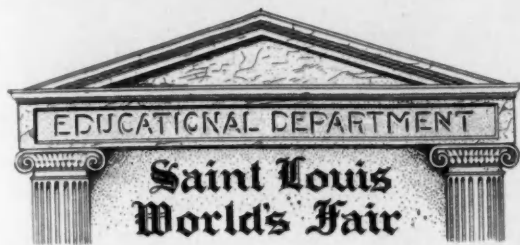
An examination of the basis of assessment in the various cities and states shows a wide difference. Illinois' assessments are 20 per cent. of the cash value of property; New York City 70 per cent., although the law calls for full value; Philadelphia 80 per cent., which is the legal basis; Boston, 100 per cent.; Baltimore, 75 per cent.; Cleveland, 50 per cent.; Cincinnati, 60 per cent.; Buffalo, 70 per cent.; Syracuse, 100 per cent.; Minneapolis and St. Paul, 60 per cent. If the taxes in these cities were assessed upon the cash value of all property, then the rate would be about 2 per cent. for all ordinary taxes.

(Concluded on subsequent pages.)



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His Wife—But, gracious, John, that school is not exclusive enough for Isabella!



What the several States expect to do.

The United States division of the educational exhibits at the St. Louis World's Fair will, no doubt, be the most complete, the most comprehensive and the most attractive affair of its kind ever presented by any country in the history of the world.

During the coming winter the various state legislatures will meet, and, among other things, make appropriations for an exhibit of their educational interests. While some states have already made liberal provisions for such exhibits, the larger number have not yet acted in the matter.

The following reports, secured by the School Board Journal, give, however, an estimate of the prevailing sentiment on the subject. These reports are signed by the State Superintendent of Public Instruction of the several states, and may be regarded as indicative of what may be expected.

Alabama.

No action has been taken. It is the intention of this office to ask the next legislature for an adequate appropriation.—H. C. Gunnels.

Arkansas.

Our State has made no appropriation directly for this purpose, but will be very sure to do so at the meeting of the next legislature in January, 1903. The State Teachers' Association at its recent meeting passed resolutions of endorsement and co-operation in any measures that might be suggested by our State World's Fair Commission looking to the securing of a proper presentation of our school interests at the Exposition.—J. J. Doyme.

Colorado.

Our state has not appropriated any separate sum for the educational work, but at the session of the legislature in 1903 such an appropriation will be made.—Helen L. Grenfell.

Delaware.

It is doubtful whether the state will be represented. The city of Wilmington may.—J. E. Carroll.

Florida.

It is likely that a small amount will be provided by our next legislature and that a modest exhibit will be made.—W. N. Sheats.

Georgia.

We shall endeavor to secure an appropriation for this purpose.—G. R. Glenn.

Illinois.

The educational interests of Illinois will be represented at the St. Louis World's Fair in 1904. As yet there has been no apportionment of the appropriation for our educational exhibit, but there probably will be. Just what will be asked for is not determined, but shall ask for an adequate amount. The legislature of this state, at its last session, made a liberal appropriation for the general representation of Illinois at the St. Louis World's Fair. We hope to have the best school exhibit that Illinois has ever had in a World's Fair, and shall take pleasure in keeping you informed upon the subject as rapidly as it develops.—Alfred Bayliss.

Indiana.

Indiana has not made definite plans in this connection. I have corresponded with Mr. Rogers in relation to it and have told him that we shall try to do something to see that Indiana is properly represented in educational affairs, as

well as in her industries. It is not probable that our legislature will make an appropriation for the exhibit. Our state is more or less opposed to the voting of funds for the many fairs that are being held in this country.—Frank L. Jones.

Iowa.

The sum of \$125,000 has been appropriated for our entire exhibit. The commissioners will soon determine what portion of this sum is to be used for the educational exhibit. The people of Iowa believe in a broad and liberal education, and we are all expecting that the Commission will set aside a reasonable amount of this sum for an exhibit of our educational interests.—R. C. Barrett.

Kansas.

We expect an appropriation of \$25,000 for educational exhibit purposes.—Frank Nelson.

Kentucky.

An effort will be made to have an educational exhibit. The last general assembly refused to make an appropriation. An effort will be made to secure a fund for all purposes at the next session.—H. V. McChesney.

Louisiana.

The State appropriated \$100,000 for the general State exhibit at the St. Louis World's Fair, which includes the State Educational exhibit. The amount applied to the educational exhibit has not yet been determined; this will be fixed by the Governor and the Committee to be appointed by him, in whose power lies to determine the amount to be used in placing the educational exhibit.—J. V. Calhoun.

Massachusetts.

We hope to be represented at the St. Louis World's Fair. The next legislature will take up the matter.—Frank A. Hill.

Michigan.

I cannot answer your question with any certainty, as it has not yet been decided whether the educational interests of Michigan will be represented at the St. Louis World's Fair. I shall stand ready to push the matter if it is thought best to have the State represented in that line, but cannot say anything positive until the meeting of our legislature, January 1st next.—Delos Fall.

Minnesota.

The Minnesota Educational Association appointed a committee to look after the Minnesota educational exhibit at the St. Louis World's Fair, but our legislature has as yet failed to make any appropriation whatever in the interests of the said Fair.—J. W. Olsen.

Mississippi.

The sum of \$50,000 has been appropriated, a part of which will be used for an educational exhibit.—H. L. Whitfield.



HON. H. C. GUNNELS.
State Superintendent of Public Instruction, Alabama.

Missouri.

Our educational interests will be represented. We asked for \$100,000 for an educational exhibit; \$50,000 has already been appropriated.—W. T. Carrington.

Montana.

I will state that we have no appropriation for an exhibit, but as our legislature meets next February, and as this body has always been very liberal in matters of this kind, we feel warranted in saying that our interests will not be overlooked. Personally, we are making arrangements to have a splendid exhibit; however, I have not decided as to what sum will be necessary to conduct the work.—W. W. Welch.

Nebraska.

The educational interests of this state will be represented. The legislature will convene next January, when a request will be made for an appropriation of \$10,000. I believe the amount will be from \$5,000 to \$10,000.—W. K. Fowler.

New Hampshire.

The State is not likely to make an appropriation.—Channing Folsom.

New Jersey.

The State has made an appropriation of \$50,000, but no part of this sum has thus far been set apart for an educational exhibit.—C. J. Baxter.

New Mexico.

The sum of \$25,000 has been set aside for exhibit purposes. The legislature, which meets in January, 1903, will be asked for a larger sum. I cannot state what amount of money may be appropriated for that purpose, but believe that the representatives of the people of New Mexico will consider its educational interests by far the greatest and most overshadowing of all others, and will appropriate a sufficiently large amount to properly present them at that the greatest World's Fair of all times.—J. Franco Chavez.

Nevada.

Nothing done yet. Next legislature, which meets in January, will look after the matter.—Orvis Ring.

New York.

No appropriation has yet been made. The state will be represented.—Charles R. Skinner.

North Carolina.

I am certain that the State will not appropriate any money for that purpose. The agricultural department of the state may make some exhibit and include something of an educational nature.—J. Y. Joyner.

North Dakota.

The North Dakota Educational Association will take action next December and the legislature thereafter. Something will be done.—J. M. Devine.

Ohio.

The sum of \$75,000 has been appropriated for all purposes, including education. A liberal portion, in all probability, will go towards representing our educational interests.—L. D. Bonebrake.

Oklahoma.

Our educational interests will be represented. The sum of \$20,000 has been appropriated—of which \$2,000 will be used for the educational exhibits.—L. W. Baxter.

Pennsylvania.

So far nothing has been done in Pennsylvania towards a school exhibit at St. Louis.—N. C. Schaeffer.

Rhode Island.

No action has yet been taken.—Thomas B. Stockwell.

South Carolina.

The educational interest of our State will probably be represented at the World's Fair. No sum yet appropriated. Matter will be determined later.—John J. McMahan.

(Concluded on subsequent pages.)

Needs of Popular Education in America.

BY WILLIAM DE WITT HYDE, PRESIDENT OF BOWDOIN COLLEGE.

Education aims to train the pupil to do three things—to earn a living, to support the institution of society and to enjoy the products of art and civilization by the cultivation of the mind and taste. This three-fold standard requires of the elementary school, first of all, to preserve the child in vigorous health, untouched by needless nervousness over results and unconscious of either digestion or stomach. It calls for power of hand and eye to appreciate and make beautiful objects. He ought to be surrounded by an atmosphere of ordered freedom. To have a room badly ventilated and to hold before the child a vision of anxiety as to his rank on a pasteboard card is to commit the worst crime possible for the public school.

Reading should teach not only how to read, but also the reading habit. Arithmetic should be restricted to limits of probable utility for the average person. Geography should start with actual observation of phenomena, and thus based, would help the workman, the citizen, and the man. History should grow out of myth and biography into the story of national life, and should teach the way liberties were won. Mere memory should hold an incidental and subordinate place.

The power to tell a connected story and to trace the sequence of cause and effect should be the chief aim of recitation. It is hard to see how one can live a happier life or cast a wiser vote because of a lot of disconnected names of kings and dates packed away in the mind somewhere. Science should be training in observation, reasoning and aroused curiosity.

Promotion should be frequent and irregular, with encouragement and opportunity to bright scholars to skip the lower grades. No bright boy ought to be expected to go through all the lower grades giving a year to each. Examinations should be a test of power instead of mere acquisition, and the chief stress on what a pupil can do rather than on what he remembers. It would be as sensible to test a boy's mind by the number of things remembered as it would to test a month's board by the quantity a person could throw up at the end of a month in response to an emetic.

Discipline should rest on freedom and not on force, assuming right intentions and appealing to reason and good will. The teacher should know the parents and the pupil in their homes.



E. J. SHIVES, A. M.,
Supt. of Public Schools, Greensburg, Pa.

The new curriculum and the new discipline for elementary schools is at length theoretically accepted. The difficulty is to get the teachers. The new curriculum and the new spirit require the teacher in both knowledge and character to be years in advance of the pupil. A good teacher with a poor course is better than a poor teacher with a good course.

As it is today, the public school is vastly better than the elongated private kindergartens which cater to the children of the rich; and, unless imperative considerations prevent, the public school is the place where every American boy and girl ought to be trained.

The American public high school is the unique American contribution to education. When emancipated from narrow college domination in the substance, yet inspired by college examinations in the quality of its courses, wisely adapted to the various needs of its pupils, generously supported by taxpayers, who believe the best teaching none too good for their children, the high schools are destined to play a leading part in making America the land of intelligent workmen, loyal citizens and happy people.

To send a young man to a private boarding school for ten or twelve years, away from the responsibilities and duties of home, is to give him such a training that will probably unfit him for a place in any home.

State universities are the logical completion of a public school system. In pioneer conditions of both east and west they have done splendid service. They have a great future.

The besetting sin of higher education is the tendency to resort to devices which get something out of everybody. It is easier to put grammar and philology into everybody than literary taste and appreciation into few. These temptations beset us all. But the state institution is rather more sorely tempted to yield to them.

A university can never create a genius out of one into whom God has not already breathed the breath of artistic life. But it ought to discover special talent, and at least not stifle and repress its expression. The elective system, common to all institutions, is the greatest step in that direction.

And now we come to this question: Is the public school system a triumph or a failure? Like all striking formulations of men and institutions, it is partly both. It now advances and then retreats.

A system which sets children a formal task, which attempts to turn them out as a mass, which puts before them the same task and expects it to be completed in the same time, which makes recitation chiefly a test of memory, and examination one of flurry and worry, which switches the student to a track for life before his peculiar bent is discovered, which has a cast-iron course, which selects teachers wholly on the quantitative ability, which drives the duller boy from the secondary school to the offices and the brightest to the law school, is in every part a dismal failure, and our duty is to expose it, condemn it, and redeem it.

But, on the other hand, a system which gives to the child the keys to beauty and the treasure house of the whole world, which opens to him the mystery of plant and animal, and sea and star; which watches for the bent of each child; which seeks for highly trained women and men as teachers; which goes behind the forms of words to the meaning of the great works of art, and grasps details in their larger significances; which seeks to inspire love of beauty and goodness in each member of a class, is a magnificent improvement over the old order of things, and is one of the first fruits of an educational system which even now we are enjoying, and to which we are all called to labor. It is the heritage

which we can hope to hand down to our children.

Rome. The City of Reggio Emilia, whose administration has passed into the control of Socialists, has adopted the following ten commandments for school children to memorize:

"I. Love thy schoolmates, for they will be thy co-workers for life.

"II. Love knowledge, the bread of intellect. Cherish the same gratitude towards thy teachers as towards thy father and mother.

"III. Make every day thou livest the occasion for some good and beneficial deed. Always sow the seeds of kindness.

"IV. Honor good men and true women; esteem all men as equals; bend the knee to no one.

"V. Do not bear hatred to anybody; do not insult people. The word 'revenge' shall not be in thy vocabulary, but stand up for thy rights and resist oppression.

"VI. Do not be a coward. Stand by the weak and respect and love justice.

"VII. Remember that all goods of this world are the products of labor. Whoever takes the good things of this world without giving their equivalent in labor robs the diligent of their just dues.

"VIII. Exercise thy mind. Observe and think and try to ascertain the truth of all things. Believe in nothing mysterious, in nothing unreasonable. Use no deception either towards thyself or others.

"IX. Do not assume that, to be patriotic, one must hate other nations or glory in war. War is a relic of barbarism.

"X. Let it be thy purpose in life to hasten the day when all men, as free citizens of a free state, live in peace and happiness, in true brotherhood."

The logic for a free school system calls just as much for free books as free teachers, blackboards or other apparatus. The free text-book system is no longer an innovation. New York, Boston, Cambridge, Washington, Lowell, Springfield (Mass.), Detroit, Duluth, Minneapolis, Omaha, Newark, Ithaca, Syracuse, Harrisburg, Providence, La Crosse and many other large cities have supplied books to the children in the public schools for many years without charge. The states of Delaware, Idaho, Maine, Maryland, Massachusetts, Nebraska, New Hampshire, New Jersey, Pennsylvania, Rhode Island and Vermont have compulsory free text-book laws.



BENJAMIN C. GREGORY, L. H. D.,
Supt. of Public Schools, Chelsea, Mass.

Among Boards of Education

Worcester, Mass. The school committee has had a lesson read to it by Supt. Carroll, who, inspired by a recent occurrence, talked to the board in these plain terms:

"You put teachers in charge of these departments, and they should be listened to. I have been threatened by politicians and citizens in the matter of selection of teachers. It is time this matter was understood. My opinion is that in all departments the head of the department should be considered in the selection of teachers. Going over the head of the supervisor and superintendent in selection of teachers is a serious thing, and it places the children of the city in danger. You have done this, and it is wrong. I do not want to be personal, but these things should be known. I do not recommend these teachers without knowing their ability."

New Bedford, Mass. In spite of the earnest remonstrance of the superintendent, a teacher was made principal of a grammar school over the one recommended by the superintendent. He gave good reasons why there should be heed paid to his ideas on the subject, yet the committee voted against him. The question naturally arises in such cases, "What are the duties of a school superintendent?"

Minneapolis, Minn. The board granted the request of Michael Sadler, of the board of education of London, England, for about seventy specimens of the work of Minneapolis school children displayed at the East High school during the N. E. A. convention.

New York City. Thirty-two buildings are used for vacation school purposes and are open five mornings in the week. Most of these also contain kindergartens and classes in cooking and domestic science. Fifty-three buildings also are open for gymnastics, reading and recreation.

Champaign, Ill. A certificate has been received by the board from the state superintendent that Champaign school buildings rank as first on the list of finely kept up public institutions in the state.

New York City. A trades and commercial high school for women has been established. In some respects the course of study is similar to that of other schools, but the special feature is a two years' course in business education and in practical industries open to women. The list of studies and occupations covered by the curriculum is a lengthy one, but may be added to in accordance with an increasing interest in the school. It is an educational departure of exceptional suggestiveness and importance, promising to fill a gap in the life prospects of thousands who otherwise would be without the trained adaptability which doubles the earning power of workers. Supt. Maxwell has been a zealous advocate of such schools for some time past, and his last annual report points out the need for them very emphatically.

Memphis, Tenn. A number of prominent citizens have petitioned the board asking that a portion of the Holy Scriptures be read daily in the schools without comment, and that the Lord's Prayer also be repeated.

Quincy, Ill. It is proposed to hold semi-monthly instead of monthly sessions of the board.

Marshalltown, Ia. Supt. William I. Crane, at a meeting of the board, announced as having but one principal criterion in the selection of a teacher, and that merit. Mr. Crane has been besieged with applicants for positions, and many have urged the appointment of certain teachers on the ground of personal friendship and that alone. He says that many who have recommended teachers have given as their reason for such recommendation the simple fact that "they are nice girls," "of a good family," "a daughter of a very dear friend of mine." When asked for qualifications of the school room those playing middle man could not give one single recommendation. Therefore, to obtain a competent corps of teachers, merit only will be considered.

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Building and Finance.

An attempt is being made in Mississippi to divide the school taxes between the white and negro schools in proportion to the taxes paid by each race. Similar movements have been started in almost every Southern state for at least fifteen years past, but always without success. Strong as has been the race prejudice in many sections, it has never been able to blind a majority of the whites to the fact that the proposition means ignorance and illiteracy for the blacks, and therefore wholesale injury to the South or to the individual state. In North Carolina such a division of the school funds was declared unconstitutional by the courts.

Chas. R. Skinner, state superintendent of New York, in a late work states: "The United States, to-day the youngest of all, is the only great nation of the world which expends more for education than for war. France spends annually \$4 per capita for her army and 70 cents per capita for education; England \$3.72 for army and 62 cents for education; Prussia \$2.04 for army and 50 cents for education; Austria \$1.36 for her army and 62 cents for education; Russia \$2.04 for her army and three cents for education; Italy, \$1.52 for army and 36 cents for education; the United States 39 cents for her army and \$1.35 for education. England six to one for war; Russia 68 to one for war; the United States four to one for education. The United States spends more per capita annually for education than England, France and Russia combined."

San Francisco, Cal. The Board of Education has made a request of the board of public works to employ an architect specially skilled in school architecture to prepare plans and superintend the construction of new school buildings proposed during the coming fiscal year.



DR. LUMAS C. NEWTON,
President Board of Education,
Detroit, Mich.

The following shows a comparison of the grand totals of expenditures for school purposes in ten cities for 1901:

New York	\$22,845,358
Chicago	7,929,496
Philadelphia	4,223,277
Boston	3,714,466
Cleveland	1,933,765
St. Louis	1,872,223
Washington	1,485,694
Detroit	1,251,825
Cincinnati	1,064,047
New Orleans	489,480

In the expenditures of New Orleans the cost of sites and buildings is not included.

The per capita expenditure was in New York, \$6.64; Boston, \$6.62; Washington, \$5.33; Cleveland, \$5.06; Chicago, \$4.66; Detroit, \$4.38; Philadelphia, \$3.34; Cincinnati, \$3.26; St. Louis, \$3.25; New Orleans, \$1.70.

The average daily attendance was: New York, 397,928; Chicago, 208,081; Philadelphia, 139,632; Boston, 73,770; St. Louis, 53,128; Cleveland, 46,009; Washington, 36,672; Cincinnati, 35,544; Detroit, 30,864; New Orleans, 22,683.

Following is an abstract of an address delivered before the National Council of Education at the recent National Educational Association Convention by Nathan C. Schaffer, State Superintendent of Pennsylvania: "Taxation for school purposes is now the accepted policy of every civilized country. The nature and purpose of taxation should be taught in connection with history and civil government. One of the highest tests of patriotism is found in a willingness to pay a just share of tax for the support of the government and the education of the people. The best method of state taxation for school purposes consists in setting apart a millage of tax which cannot be diverted to other purposes. Taxation of railroads and other property to raise a fund for distribution among the school districts serves to aid the schools of townships which have no railroads or other valuable corporate property. The directors or controllers who are responsible for the running of the schools should have power up to a fixed limit to specify the amount of tax to be raised for school and building purposes. Arguments should be addressed to taxpayers, designed to show that money spent in the right education of the people is the best investment of public funds ever made. Money raised for municipal and educational purposes should be expended honestly and wisely otherwise a limit of taxation may be reached beyond which it will be impossible to raise money for the maintenance and improvement of our system of public instruction."

Boston, Mass. The plans for the first school to be erected under the authority of the new school house commission of Boston have been approved by the mayor. A special interest will attach to this new building, as it illustrates certain advanced principles of schoolhouse design which have been adopted by the commission, notably that accepted from Germany of admitting light to the schoolrooms from one side only. The building will be of fire-proof construction throughout, the stairs being of a new construction of concrete and steel.

Among the smaller cities of the United States education comes dearest in Springfield, Mass., according to statistics compiled by the superintendent of Dayton, O., and cheapest in Springfield, O. In the Massachusetts city the cost of education is placed at \$76.30 per capita annually. In Springfield, O., the cost is less than one-third—only \$21.90 per capita.

Pittsburg, at \$59.90 per capita, Hartford, Conn., at \$53.60; Cambridge, Mass., at \$52.30; and Pawtucket, R. I., and Yonkers, N. Y., at \$50.90 each, come next to Springfield, Mass., in cost.

Teachers' Salaries.

A Radical Change in Chicago's System.

The consideration of the salary problem in Chicago found its solution in a report made by Superintendent Cooley and adopted by the Board of Education.

The superintendent gave expression to the following opinion:

That, in his opinion, any well-grounded hope of improving the work in the schools of Chicago must be based upon an educational policy which gives to every teacher the opportunity and the incentive for self-improvement. The Board of Education should offer opportunities to the teacher to advance along professional and academic lines, and an incentive to take advantage of the opportunities offered them, in the shape of higher remuneration for their services when they do so.

With a permanent tenure of office, with opportunities for self-improvement freely provided by the Board of Education, and with a remuneration proportioned to the use made of these opportunities, we may hope to see the schools of Chicago steadily improve.

The present schedules of salaries for elementary teachers, high school teachers, and principals, is in need of revision. We have in these various schedules failed to base advancement from lower to higher salaries upon any consistent principles. In determining the salary of an elementary school teacher we have taken into consideration only length of service. In determining the salary of high school teachers we undertake to consider both length of service and merit. High school teachers are classed in three groups, and advancement from group to group, however, is based upon years of service. In fixing the salaries of principals, we take into consideration both length of service and size of school, the size of school determining the maximum salary a principal may receive. Our schedules, taken as a whole, lack consistency.

A schedule of salaries that takes nothing but length of service into consideration will not provoke interest in the work of education and a desire to improve the quality of the work done in the schools. A schedule of salaries that requires mere existence on the part of a teacher, but does not recognize the difference between time-serving and devotion to the interest of the school, is illogical and unfair.

While there will always be many teachers whose consciences and interest in doing a good piece of work keep them up to a high standard of efficiency, ever, they will feel the injustice of a system of rewards that pays the time-serving as much as the hard-working, conscientious teacher receives. We should, therefore, recognize in our schedules of salaries the principle of merit. In determining merit we must call into service, not merely estimates of principals and superintendents, but some more uniform test that will, in a measure, estimate progress in professional and academic work.

The recommendations which the superintendent then submitted, and which were incorporated in the rules, are as follows:

I. The adoption of a schedule of salaries for teachers in the elementary schools which shall include two groups of salaries. The second group of this schedule for elementary teachers shall be the same as the present schedule of salaries for primary and grammar grades.

II. The first group of the schedule shall provide for additional advancement in salary, year by year, for teachers who have reached the maximum salary of the second group and who shall have complied with the conditions named below. Teachers in primary grades in this group shall receive an advance of twenty-five (\$25) dollars for the first year, and twenty-five (\$25) dollars for each additional year until a maximum of nine hundred (\$900) dollars is reached.

Teachers in Grammar Grades in this group shall receive an advance of twenty-five (\$25) dollars the first year, and twenty-five (\$25) dollars for each additional year until a maximum of nine hundred (\$900) dollars is reached. Head assistants who comply with the conditions for admission into the first group of salaries shall be permitted to advance on the schedule to a maximum salary of eleven hundred (\$1,100) dollars, as shown below.

The salaries of the groups and years are as follows:

Elementary Teachers.		
Second Group—	Primary.	Grammar.
First year of service.....	\$500	\$500
Second	550	550
Third	575	625
Fourth	650	675
Fifth	700	725
Sixth	775	800
Seventh	800	825

Note: Eighth Grade teachers shall receive a salary of \$850.

Grade teachers having charge of Latin classes in Seventh and Eighth Grades, and teachers having charge of German classes in Grammar Grades, shall be paid fifty (\$50) dollars per annum in addition to the regular schedule.

First Group—		
First year of service in group.	\$825	\$850
Second	850	875
Third	875	900
Fourth, and thereafter.....	900	900

Note: No teacher in the first group shall be entitled to extra compensation for teaching special subjects.

Head Assistants.		
Second Group—		
First year of service as head assistant....	\$	900
Second		950
Third		1,000
Fourth, and thereafter.....		1,050

First Group—		
(Head assistants who comply with conditions for advancement into the First Group of elementary teachers.)		
First year of service as head assistant....	\$	1,000
Second		1,050
Third, and thereafter		1,100

III. The conditions governing advancement from the second to the first group of salaries for elementary teachers and head assistants are as follows:

1. Teachers shall be promoted from the second to the first group by vote of the Board of Education upon a recommendation of the Superintendent of Schools. Those teachers shall be eligible for such recommendation and promotion who have reached the maximum salary of the second group, and whose average in efficiency, as shown by the records in the Superintendent's office, shall be 80 per cent., or above, and who

shall attain an average of 80 per cent., or above, in the following tests:

A) An examination to test the work and interest of the teacher in the lines of professional study and training, including the subjects of School Management, Pedagogy, Psychology, and the History of Education.

B) An examination to test the work and interest of the teacher in any one of the following fields of academic work:

English Language and Literature,
General History,
Physical Science,
Foreign Languages (Latin, Greek, German, French, Spanish),
Algebra and Geometry,
Music,
Drawing,
Manual Training,
Household Arts.

2. The credit given to the professional examinations shall be twice that given to the academic examinations, and an average mark of 80 per cent. shall be required of all teachers passing these tests, the mark on neither paper being below 70 per cent.

3. Elementary teachers who have arrived at the maximum salary of the second group, who meet the other requirements of the schedule, and who possess an elementary principal's certificate, shall be admitted to the first group without examination.

4. Elementary teachers who have arrived at the maximum salary of the second group, who meet the other requirements of the schedule, and possess a certificate to teach in the High Schools, shall be advanced to the first group upon passing the professional examinations only.

5. Elementary teachers who have arrived at the maximum salary of the second group, who meet the other requirements of the schedule, and who possess certificates to teach Music, Drawing, German, Household Arts, or Manual Training, shall be advanced to the first group upon passing the professional examination only.

6. For the purpose of aiding teachers to prepare for advancement to the first group, classes in studies included in the professional and academic examinations shall be organized and conducted by the principal and faculty of the Chicago Normal School at such times and places as may be agreed upon later.

7. Elementary teachers of the second group, whose efficiency marks and years of service meet the requirements for admission to the first group, shall be admitted to such class free of charge.

The Superintendent further recommends:

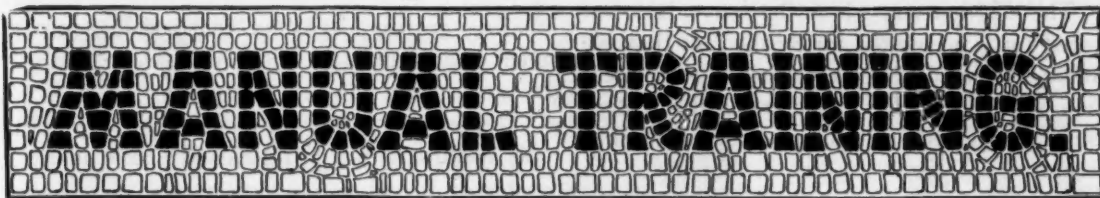
1. That high school teachers who have reached the maximum salary of the third group, whose average in efficiency, as shown by the records

(Continued on page 7.)



MISS CLEM HAMPTON.

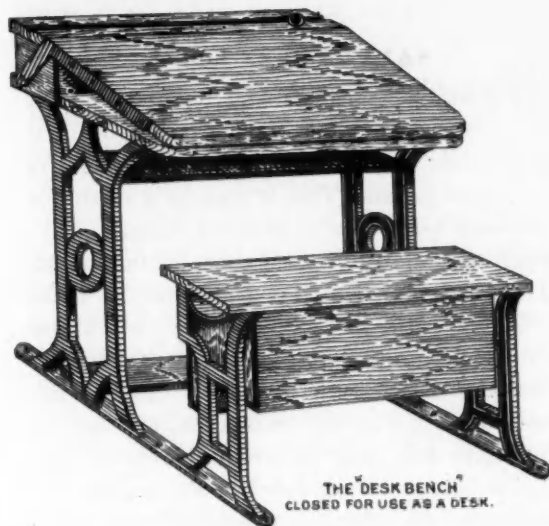
Vice-Principal Gainesville Graded and High School, Florida.



The Desk-Bench.

The introduction of manual training into the grades has directed attention to the fact that where separate work shops are not practicable, suitable desks must be provided.

Robert M. Smith, Supervisor of Manual Training of the Chicago schools, has devised a desk which is designed to meet the wants of such a condition. His familiarity with manual training work has enabled him to devise a desk bench of exceptional merit.

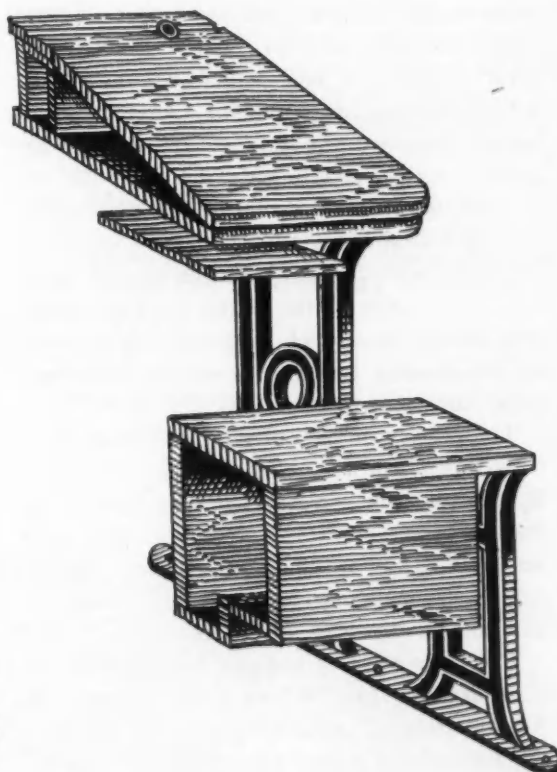


Where it is found impracticable or unnecessary to provide a separate workshop for manual instruction, the desk-bench may, with advantage, be introduced.

The desk-bench consists of an ordinary school desk which may instantly be converted into a bench fitted up with every requisite and accommodation for manual instruction in woodwork.



The tools are arranged and fastened in the cupboard under the seat and kept secure by means of lock and key. The method of conversion is extremely simple and may be easily performed by a boy. It occupies no more floor space than the ordinary school desk, and may be made either singly or in lengths. In appearance it



harmonizes with the ordinary school furniture, and is eminently suitable for the instantaneous conversion of the class room into a work room.

The desk-bench is now being manufactured and placed upon the market by the American School Furniture Company of Chicago.

A Radical Change in Chicago's Salaries. (Continued from Page 6.)

ords in the Superintendent's office, shall be 80 per cent., or above, shall be advanced to the second group after passing an examination in methods of teaching the subjects in which they give instruction.

2. That high school teachers who have reached the maximum salary of the second group, whose average in efficiency, as shown by the records in the Superintendent's office, shall be 80 per cent., or above, shall be advanced to the first group upon passing an examination in School Management, Psychology, Pedagogy and the History of Education.

3. It is further provided that no high school teacher shall be eligible to the principalship of a high school who has not taken the professional examination required of candidates for the first group.

The Superintendent further recommends:

1. That principals of elementary schools who have reached the maximum salary in the third group, whose average in efficiency, as shown by the records in the Superintendent's office, shall be 80 per cent., or above, shall be permitted to advance to the second group of salaries upon passing an examination in School Management, and Methods of Instruction in Primary and Grammar Grades.

2. That principals who have reached the maximum salary in the second group, whose average in efficiency, as shown by the records in the Superintendent's office, shall be 80 per cent., or above, shall be permitted to advance to the first group of salaries upon passing an examination in Professional Work, including School Management, Psychology, Pedagogy and the History of Education; provided, that nothing in this schedule shall be construed as abolishing the restriction upon the salaries of principals on account of the membership of the schools as provided in the present schedule.

IT IS FURTHER PROVIDED, that this change in schedule of salaries for elementary teachers, high school teachers and principals shall go into effect on and after January 1, 1903, and that a promotional examination for these various classes of teachers shall be held during the latter part of the month of December, 1902, and annually thereafter.

Wichita, Kan. Several members of the board have become impressed that too much time has been spent by high school students in dramatic work, requiring the sacrifice of time necessary for their studies, and they are planning to place some restrictions on school theatricals next year.

Jacob Riis, the well known New York newspaper man and lecturer, advocates the opening of the public schools on Sunday for the use of the people. "The schools" he says, "are now places in which the children are immured for so many hours a day." He believes that they should play a much larger part in the lives of the people. They could be the meeting places for educational clubs of young people, and those in the slums could be advantageously used in the work that is now being carried on by various settlements and societies. Free lectures and concerts could also be given.

The business and good will of Messrs. Thomas R. Shewell & Company have been purchased by Benj. H. Sanborn & Company. This firm will carry in all its offices and depositories a full line of all the books formerly published by Messrs. Thomas R. Shewell & Company, and can fill all orders promptly. It is not true that the publication of any of these books has been or is to be discontinued. Instead, the firm means to extend their use to the limit of their ability and means. Benj. H. Sanborn & Company are the agents in the west and south for the publications of C. A. Sibley Company.

THE AMERICAN School Board Journal

DEVOTED TO

School Boards, School Officials and Teachers.

WM. GEO. BRUCE, Editor and Publisher.

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W. J. LAKE, Eastern Manager.

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INDIANA GETTING READY.

The Indiana State Association of School Boards is getting ready for the first convention to be held in November. The executive committee, consisting of Hon. A. M. Sweeney, Indianapolis; W. H. Anderson, Wabash; W. S. Ellis, Esq., Anderson; Rev. Wilson Blackburn, Mount Vernon, held a meeting August 28th to formulate a program.

President Sweeney is carrying on an active correspondence with school boards of the state, in order to obtain some ideas as to the problems now uppermost in the minds of school board members. It is the intention of the executive committee to take up for discussion such questions as have given school officials the greatest concern. The ablest men in the state will be chosen to go on the program.

The committee will be in a position to announce its plans early in October. The state department of public instruction will, in all probability, co-operate with the committee towards securing a large attendance. It will be the first time in the history of the state that a school board convention has been called and the event is looked forward to with considerable interest.

COST OF N. E. A. MEETING.

It cost Minneapolis less to entertain the convention of the National Educational Association than it has any other city to take care of the same gathering in recent years.

The cost, as reported by Secretary Wallace G. Nye, is given at \$5,143.22. Of this sum \$1,163 was realized from the sale of space in the Exposition building—the general convention hall to exhibitors; \$600 was contributed by Minneapolis teachers, leaving the balance, \$3,380.22 to be charged against the fund of the Commercial Club.

These figures are remarkably low as compared with the cost of entertaining the convention in other cities. For instance, at Los Angeles, in 1900, the convention cost \$17,000. This, however, was an extraordinary big figure, as the committee was most lavish in its hospitality.

Here are some comparisons: In Buffalo, in 1896, the cost was \$8,719; in Milwaukee, 1897, \$9,442.86; in Washington, 1898, about \$6,000; in Charleston, 1899, about the same figure; in Detroit, 1901, \$7,528.

The low figure at which the convention was cared for is accounted for by the fact that the affair was handled by a permanent organization, instead of being in the hands of a temporary management, as has been the case in other cities.

PROGRESS IN SCHOOL ADMINISTRATION.

State educational institutions are gradually leading to a point where the subject of school administration will receive, at their hands, the attention it deserves.

Up to the time of the birth of this journal, some twelve years ago, there were few men or institutions that cared a fig whether the administrative branch of a school system made any progress or not. The schoolmaster looked after the professional ends as far as he was allowed to, while the school board managed the rest.

The periodical eruptions which have followed the doings of a corrupt city board did much for progress in school administration. While the furore, which usually attends the changing from an elective to an appointive board, from a large to a small board and vice versa, has amounted to little or nothing, the agitation of the subject, however, has had the tendency of bringing a better class of men into school administrative work. The changes from large to smaller boards, as a whole, were of little consequence. In some instances they had a beneficial effect, in others they were positively harmful. Men, not systems, make good school boards.

A new system of creating school boards is always launched with a certain eclat, which gives its first members prestige never attained under an older system. While novelty and tone surround a new school board, certain actual reforms are attained. This does not signify that fool measures are not more easily inaugurated by such a body.

Thus, it may be said that nearly all progress in school administration has had its inception in the agitation, which has been carried on in the larger cities of the country. The beneficent influences of such agitation has radiated to the smaller cities and served to correct many abuses in them.

The subject of school administration as a department study for colleges and universities is, perhaps, new. Normal schools have given their students some instruction in the more practical affairs of school government, but the subject has never been pursued with any given plan and as a part of any course.

The University of Indiana has now created a department for "School Organization and Administration," with Professor W. A. Hester, formerly of Evansville, at its head.

It is intended, as far as can be learned, that the work shall cover the entire range of school administration and shall be eminently practical in character, and that all theories must bear the stamp of possible successful operation before receiving the endorsement of the department. School house construction, in-

cluding heating, lighting, ventilation, equipment and decoration will come, strictly, within the scope of the department.

This step is a most commendable one, not only because it may lead to a solution of many problems in school administration, but also because it will equip superintendents more adequately for their duties.

The superintendent is unquestionably the strong arm of the school board. He must supply that which the board lacks; he must be exceptionally strong where the board is weakest.

Superintendency work should be regarded as a profession. No preparation for this profession can be complete unless it includes a course in school administration.

SAMPLE TEXT BOOKS.

Publishers of educational text books make it a practice to send sample copies of their new books to the school men of the country for examination. This is done as a matter of courtesy and with a business motive. The publisher, who thus gives the schoolmaster an advantage to examine a new work, is to be credited with an enterprising and liberal spirit. He has presented his wares for inspection and the schoolmaster has become the immediate gainer by the transaction, whether the publisher will later on profit thereby or not.

The courtesy is extended by the one and accepted by the other. The schoolmaster thereby becomes the owner of a book, and, legally, can do with it as he pleases. He may sell it or give it away.

There is, however, an ethical side to a transaction of this kind, which cannot be overlooked. If the schoolmaster sells the book, he, at once, places it into competition with the publisher, who gave it to him. The injustice must be apparent at once. The publisher has, primarily, presented his book, in order to find a market for more books of the same kind. The sale of the gift book will cost him two books. Not only has he given away a book, intended for ownership by the school man, but he loses the sale of a new book.

Second-hand school books always find their market in competition with new books. The superintendent or teacher, who sells his accumulation of books to a dealer, may rest assured that the transaction will injure the publisher, who generously gave them. What the superintendent gains, the publisher has lost.

The ethics of the case are plain.

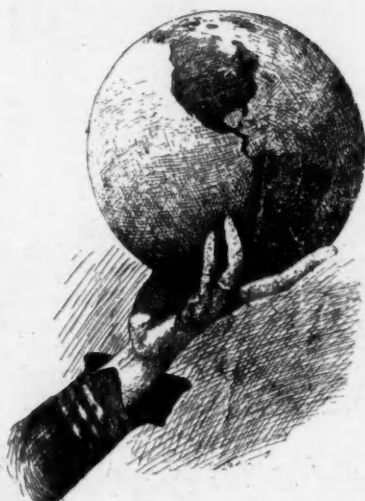
SCHOOL HOUSE ARCHITECTS.

In the larger cities, the question of employing an architect, permanently, for school house and other public work, comes up, periodically, for discussion and action. Movements of this kind are usually prompted by a desire to do away with the competitive system and to secure the best possible service.

The competitive system has some decided advantages, as well as disadvantages. Every



In Memoriam. Wm. M. Beardshear, President Iowa State Agricultural College. Born Nov. 7, 1830. Died Aug. 5, 1902.



The little schoolmarm's hand—the hand that moves the world.



The intended effect of the Cecil Rhodes bequest for scholarships.



President Harper of the University of Chicago cautions his Professors not to engage in newspaper sensations.

architect, who submits plans, has incorporated in them what seems to him either the best he can devise, or has merely produced something that will meet a demand.

If the authorities consist of men with crude ideas or peculiar notions on school house architecture, the shrewd architect will strive to meet that condition as exactly as he can. He wants the contract. It is a matter of business and not a mission of philanthropy with him. An attractive perspective and a fluent tongue, frequently, triumph over the most meritorious plan.

In creating a permanent department of architecture and constructions in a large city, it cannot fail to become apparent that at least one advantage is gained. The constant attention to the subject of school house construction must, eventually, evolve the most practical and the most economical. An architect, who makes a specialty of school house work, will be more likely to have the thousand and one essentials and minor advantages of a complete school house constantly in mind.

Therefore, school house construction should be placed into the hands of architects, who make that class of work a specialty, whether it be on the competitive plan or any other. In large cities the danger lies in recognizing the architect, who has the best pull and the poor-

est plan. Hence, the permanent employment of an architect in the large cities has given the best results.

In the medium sized cities, the competitive system must remain. Cities of this class do not erect school houses often enough to warrant the steady employment of an architect. But here the argument still holds good that the architect, who has given school house work special attention, should receive the preference.

For the purpose of shedding light on the subject, let us analyze the relative merits of the methods employed in securing modern school buildings.

In order to get at it fairly, it must be admitted that the competitive system has disadvantages. The large quantity of perspective and floor plans, which are piled before a committee, having the power to select plans, becomes a bewildering mass of rolls and sheets. Nearly all the plans have some exceptionally good features, but, also, some serious defects. An attractive exterior determines the choice—then the trouble begins. Gradually it is discovered that a wrong system of lighting is introduced, entrance and exits are faulty, wardrobes are not ventilated, system of heating and ventilation is inadequate, fuel-saving system of temperature regulation has been omitted entirely, laboratories are inadequate, and, finally, that the cost will exceed the original estimates.

The average architect is not equipped to plan and construct a school house any more than he is prepared to plan and construct a

theater or a hospital, owing to the fact that he does not specialize in this particular branch of architecture. He may submit an attractive perspective but possess only a superficial knowledge about modern school house building.

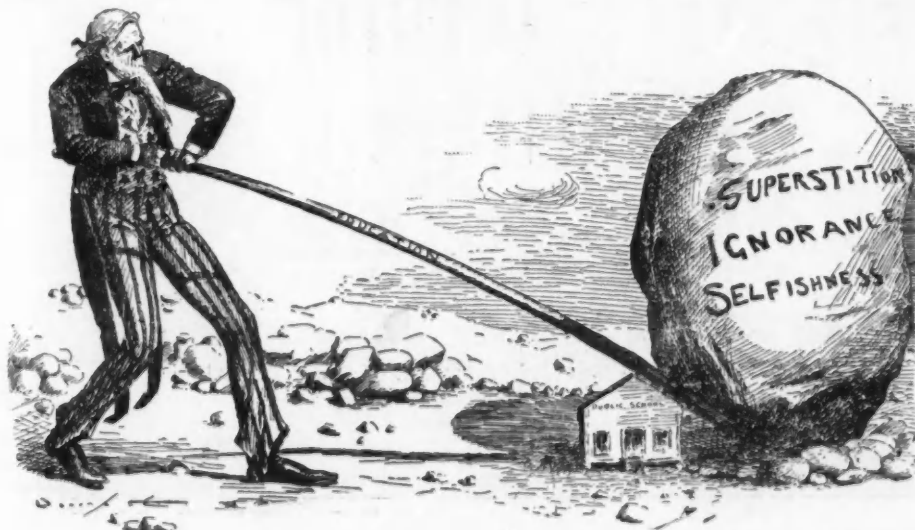
A number of important problems enter into the construction of a school house, which demand the experience of an architect conversant with them.

There are the question of site; its drainage, soil, atmosphere, street noises, etc., should be taken into consideration, number of rooms or amount of accommodations, materials of construction, kind and amount of sanitary appliances, method of heating and apparatus, ventilation, temperature regulation and lighting.

It has been the experience that the best results are achieved in cities where schools are being erected or repaired continually by employing an architect who obtains the widest range of information, bearing on the construction of school houses and thus insures the very best buildings for the money expended.

The school boards in cities where the employment of a school house architect is not expedient, for the reason that they build at long intervals only, should, however, when a new school is in contemplation, invite those architects to present plans, who have made school house architecture a special study.

There are many architects in this country who have devoted much time to the subject, have planned and constructed many school houses and have attained eminent success in this line of work.



How the Educational Progress of the nation is to be achieved, according to Editor Hearst.



The little Schoolmarm in the Far West going to her District for the fall opening of school.



NEW SOUTH HIGH SCHOOL, WORCESTER, MASS.

Dimensions 158x109 feet. Outside walls built of dark red brick, with terra cotta trimmings; 32 class rooms, physical and chemical laboratories, apparatus rooms, lecture rooms, etc. Seating capacity of assembly room 900. Cost \$160,000. Frost, Briggs & Chamberlain Architects.



★ NEW HIGH SCHOOL, BOISE CITY, IDAHO.

Dimensions 118x88 feet. Heated and ventilated by the fan system. Cost \$30,000

Wm. F. Schrage, Architect, Kansas City, Mo.

Building and Finance.

The board of education of an eastern city, on deciding to build a new school house, asked for competitive plans. Some twenty-eight plans were submitted. Being unable to agree, it was decided to pay \$300 to one of the best school architects in New York City to pass upon the plans and select the best one. He went over them all, not knowing by whom they had been made, and selected one which was adopted.

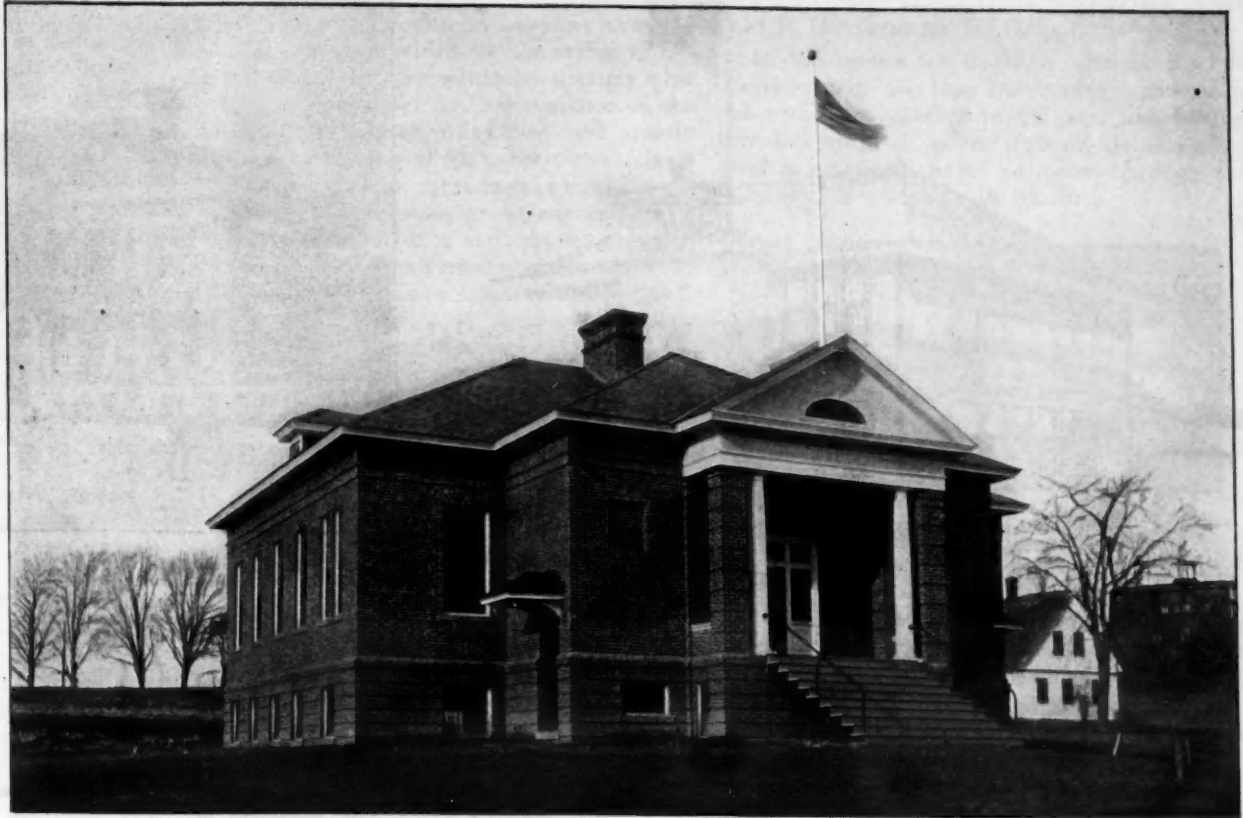
One important fact was learned—nearly all the plans had some exceptionally good features, but, also, some serious defects. If after the various architects had submitted their plans, an architect had been selected to draw the plan, being privileged to make use of all the best points and to eliminate all features that were faulty in the other plans, a perfect school would have been the result.

Orange, N. J. The school board appointed George E. Poole, of Chatham, an experienced school house architect, to draw the plans for the new Fourth Ward school, notwithstanding the protest of a score or more local architects, who demanded competition.

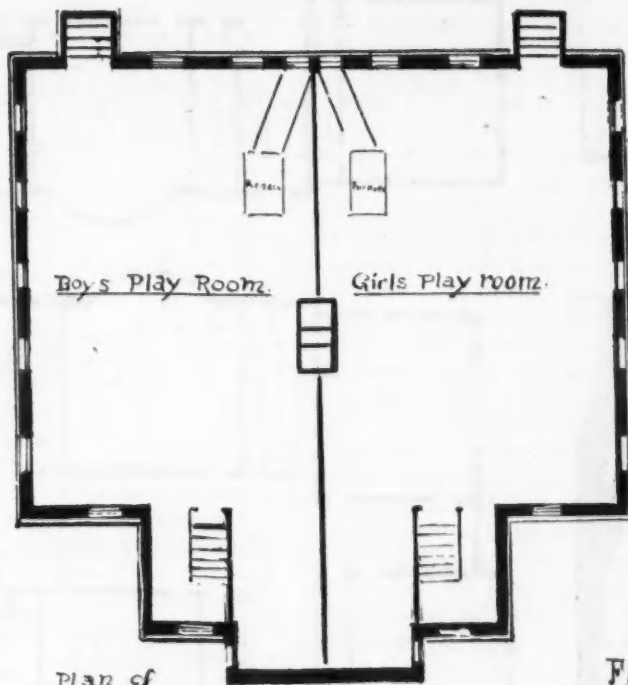
Joliet, Ill. It is contemplated equipping the high school with shower baths.

The city of Philadelphia has a number of modern school buildings said to be the most complete for school purposes in the country, this is mainly due to the fact that some years ago there was a popular demand that school houses should be built with a view to the health, comfort and physical well-being of children.

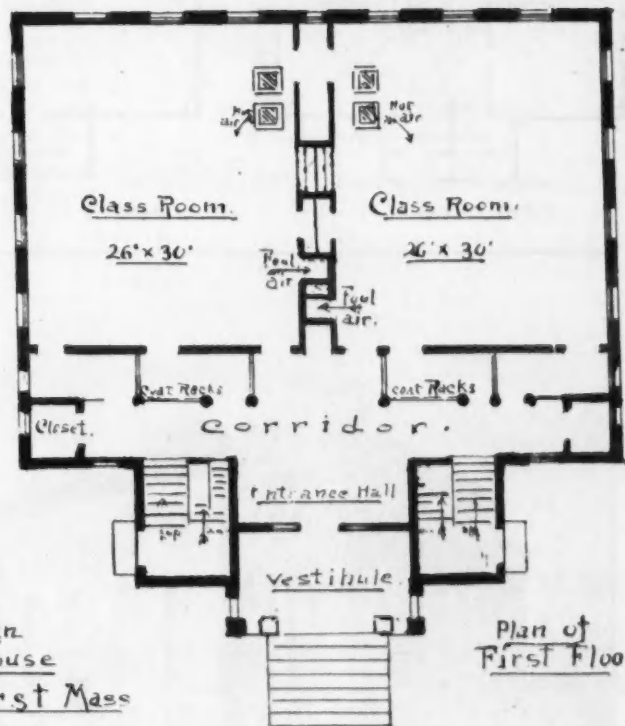
Springfield, Mass. The cost of education is placed at \$76.30. Among the smaller cities of the country this is the highest.



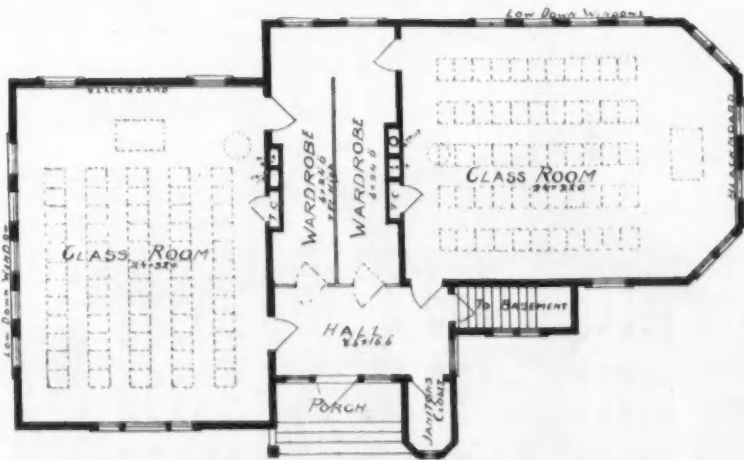
NEW GRAMMAR AND PRIMARY SCHOOL, SOUTH AMHERST, MASS.
R. F. Putnam, Architect, Northampton, Mass. Cost with furnishings, \$5,919.85. (Floor Plans below.)



Plan of
Basement.



Floor Plan
School House
South Amherst Mass
R. F. Putnam
Arch.



FLOOR PLAN.

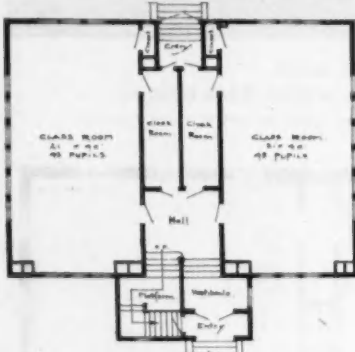


PERSPECTIVE.

FLOOR PLAN AND PERSPECTIVE, NEW SCHOOL HOUSE, ROME, IA.
C. A. Dunham, Archt., Burlington, Ia. Cost \$2,500.



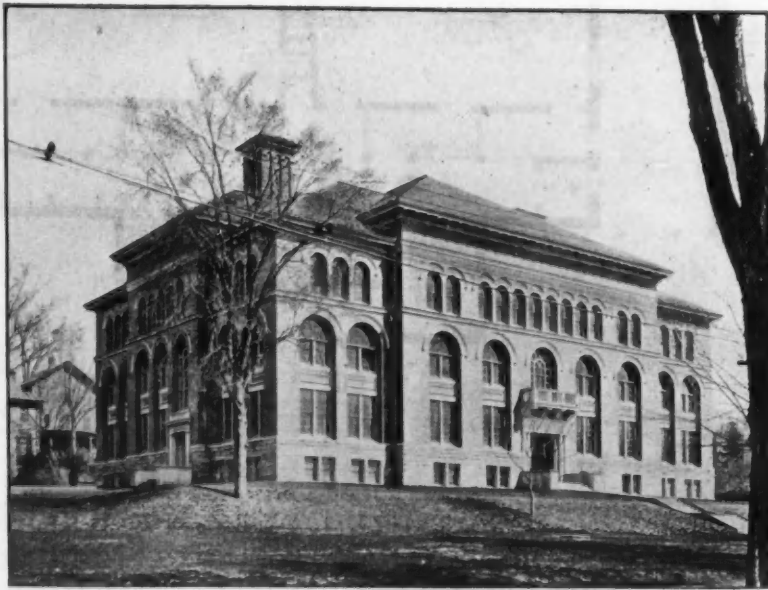
NEW SCHOOL, ROSELLE PARK, N. J.
Oakley & Son, Architects, Elizabeth, N. J.
2 Rooms and Assembly Hall. Cost, exclusive of Heating, \$5,950.



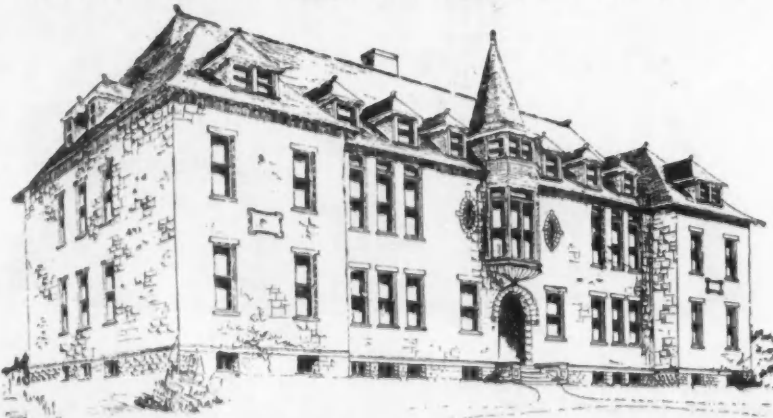
FIRST FLOOR PLAN.



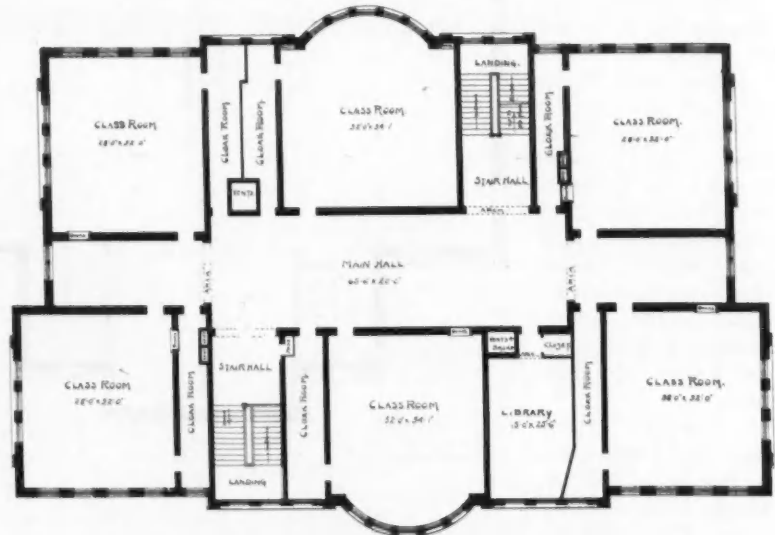
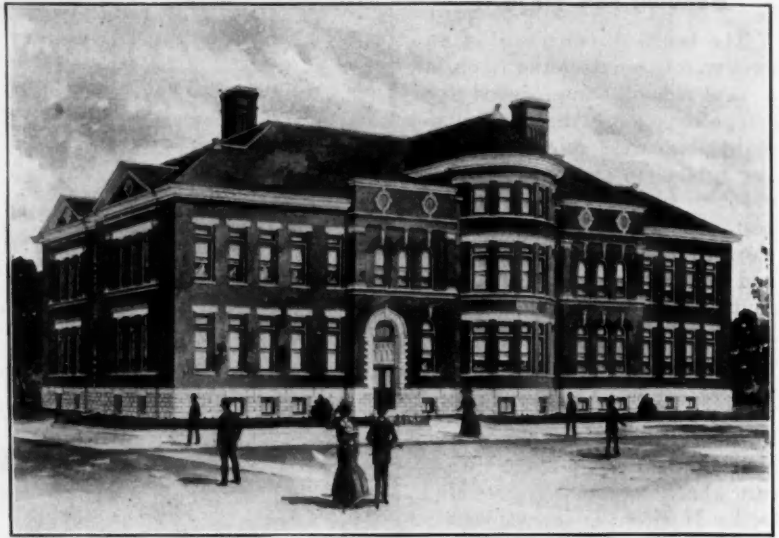
SECOND FLOOR PLAN.



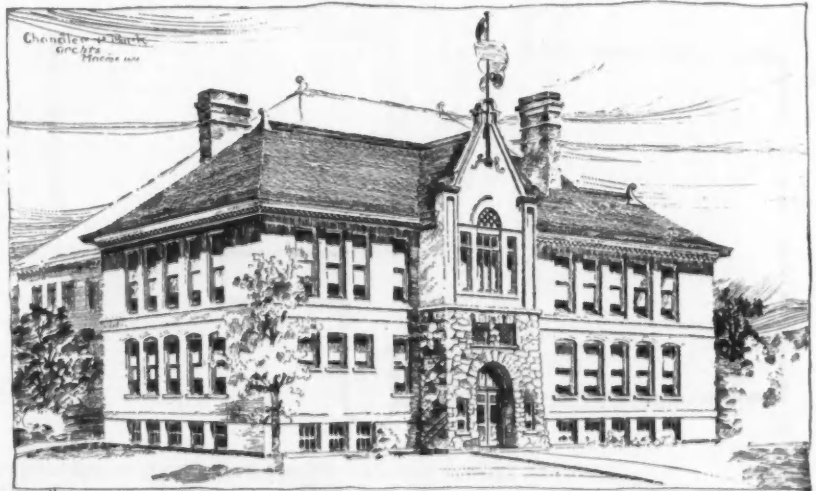
HIGH SCHOOL, BURLINGTON, VT.
W. R. B. Wilcox, Archt.
Fitted with Cabot's Deafening Quilt, manufactured by Samuel Cabot, Boston.



College and Dormitory Building, University of Southern Pennsylvania,
Martinsburg, Pa.



Plans and perspective, New First Ward School, Hamilton, O.
Geo. W. Barkman, Archt.



NEW SCHOOL HOUSE, WALWORTH, WIS.
Chandler & Park, Architects, Racine, Wis.

A Modern District School.

The first matter to be considered is the location of the school house and out-buildings in relation to playgrounds and street. This is a more important matter than the consideration it received would lead one to believe. If possible the school lot should be situated at a road corner, preferably on the north side of the east and west road, where, through the winter months, which constitute the majority part of the school year, school room and playgrounds will get full benefit of the sunshine. The lot should be about two acres in extent, and the school house should be placed near the middle of the back of the lot, with the out-buildings behind, the girls' and boys' respectively being well separated and completely screened one from the other. In the accompanying diagram the walk runs diagonally from the corner of the lot to the corner entrance of the school house, and might well be bordered on either side by grass plots and trees, which could also wisely be carried about the entire lot. The two playgrounds formed would better be left free of trees, and the smaller one at the left be restricted in use to girls and the smallest children, leaving the large playground, which the teacher can readily watch, for the more active types of play. Such a playground regulation reduces the chances of accident, tends to do justice to the weaker element of the school, lends itself readily to supervision and has other decided advantages for a district school. In this connection it may not be out of place to comment on the lack of wisdom so frequently shown in putting the district school house in a lot so small that if the pupils desire to play at all they must go out into the road or over the fence upon private property to do it. The cost of land is relatively low in the country, and even if it were high, the sense of ownership and the added charm given to school life by ample playgrounds would more than justify the necessary expenditure.

Assuming that, in limiting the cost of building, simplifying the exterior is preferable to cutting down interior equipment, a school house square or nearly square is probably the best shape. Such shape gives the largest possible amount of room for a given cost, and gives it so it can be well disposed in school room, wardrobe and hall, and makes a building neat and attractive in appearance. Of course, where a district can afford it, angles and architectural effects would add to the external appearance of the building, but it should be remembered that these things are relatively expensive and can be made to serve no purpose except that already mentioned. Generally a small tower, though by no means necessary, is desirable. It gives a distinctive character to the building and affords a place for hanging a bell, which, undoubtedly, has its use in a district school, not only to call people into the school room, but for the cheerfulness and life its ringing brings into the surrounding country. The tower might well be placed at the center of the building, or, as in the accompanying diagram, where the entrance is at the corner, at the corner.

The building outlined in the diagram is 34 ft. by 38 ft., with its interior divided into a school room 26 ft. by 32 ft. 8 in., hall 10 ft. by 14 ft., girls' wardrobe 18 ft. by 5 ft. 4 in., and boys' wardrobe 18 ft. by 4 ft., all rooms being 11 ft. high. The entry-way beneath the tower is 4 ft. by 3 ft. Undoubtedly some would object to the amount of space devoted to hall and wardrobes, and to meet this objection the building could be shortened 5 ft., giving outside dimensions of 34 ft. by 33 ft., thus decreasing the size of the hall and cutting out one wardrobe. Such a change would not reduce the cost very much, and would very materially diminish the value of the building for school purposes. If any school house,

but especially one in the country, where there can be no principal's office or basement lavatory, a room should be provided for the exclusive use of girls. Separating the wardrobes not only adds greatly to the comfort and convenience of the pupils, but it induces orderliness and greatly simplifies entrance and exit discipline. It is also true that such an arrangement would, without cramping or increase of dimensions, admit of the construction of a stairway to a second story school room constructed above; a matter of no little value in a district, where attendance is likely to grow rapidly.

That proper lighting of school rooms is of vast importance no one will deny. It is generally accepted that the best light is that which comes from the left, or at a high angle from behind. There cannot be too much light if it is of the right kind and comes in the right way. The fault in lighting, besides frequent bad placing of windows, is usually too few windows. There should be windows enough to furnish ample light on dull days; and to keep out excess of light and sunshine on desks on bright days, some form of adjustable shade is necessary. Probably one of the form of Venetian blinds is as good as any. Ordinary shades are unsatisfactory on bright days. When, in order to keep out the sunlight, the room must often be too much darkened. The school room here described has on the side at the left of the pupils as they sit six windows $2\frac{1}{2}$ ft. by 7 ft., placed close together, and at the back two sets of triple windows $2\frac{1}{2}$ ft. by 4 ft. The high light being especially desirable, the top line of all the windows is but six inches below the ceiling, bringing the bottom of the back windows $6\frac{1}{2}$ ft. from the floor, of those at the side $3\frac{1}{2}$ ft. from the floor, which is high enough to prevent pupils sitting in the side aisles from seeing out. The side windows face the main playground, and this enables the teacher at recesses and before school calls, to keep an eye on the playground, while working at the board or her desk, a matter of no small importance to school government. A large portion of school troubles may originate in a poorly supervised playground.

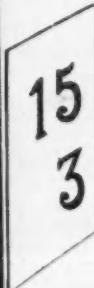
The corner is perhaps the best place for the main entrance to a one-room school house of the square type. The doors opening from the school room into hall and wardrobes should be at the front of the room and so placed that, either during the sessions of school or while the pupils are marching around for their wraps or passing in or out, the teacher can stand so as to watch hall, wardrobe and school room at the same time. At the hall entrance of the school room in the building here shown, the teacher can readily do this. The position of this door, set some distance from the side wall, has the added advantage of allowing the rows of seats at the side to be brought well to the front. The value of the outdoor exit, leading from the girls' wardrobe to the closet, will be obvious.

Recent Patents.

ON SCHOOL SUPPLIES AND EQUIPMENTS.

EDUCATIONAL CARD. JOSIAH GIBSON, Parkridge, Ill.

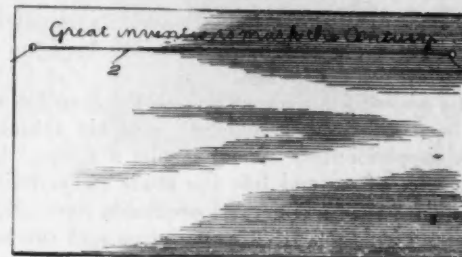
A device for teaching mathematics, comprising on one face numbers suggestive of certain mathematical combinations, and on the opposite face bearing data representing such combinations and the correct answer thereto, said data including the numbers on the first-mentioned face.



$15 + 3 = 18$
$15 - 3 = 12$
$15 \times 3 = 45$
$15 \div 3 = 5$

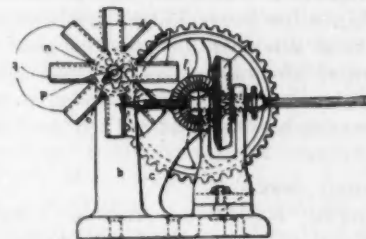
MEANS FOR TEACHING WRITING. PARKER S. HALLECK, Akron, Ohio.

In the means for teaching writing, a sheet provided with the copy and having a slit parallel with and adjacent to the copy and having circular openings at the ends of the said slits, and a practice-sheet to be moved through the said slit, substantially as set forth.



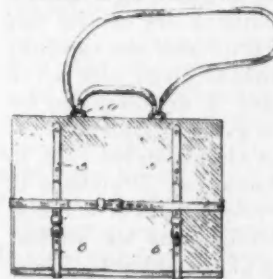
PENCIL-SHARPENER. JAMES H. FASSETT, Nashua, and JOHN E. WARREN, Greenfield, N. H.

A pencil-sharpener comprising a supporting-frame, mechanism for holding the pencil, a rotary cutter-plate having two-edged knives projecting radially therefrom and adapted to make a drawing cut along the pencil, said cutter-plate being detachably and reversibly secured to a shaft, and mechanism for rotating the cutter-plate.



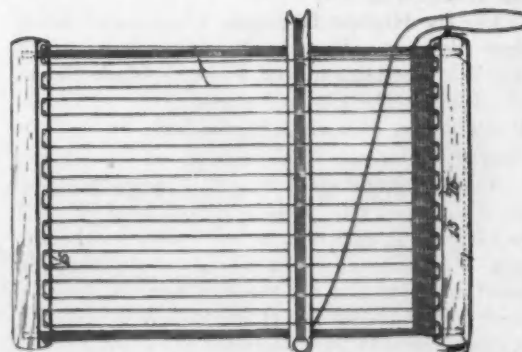
SCHOOL-BAG. HENRY C. ROBERTSON, Fayetteville, W. Va.

In a device of the character described, the combination with a back of stiff material, a metallic flange secured to the lower edge of said back, a flap secured to said flange, an overlapping flap carried by the said back, a handle on the top edge of the back and cross-straps to hold the flaps in position.

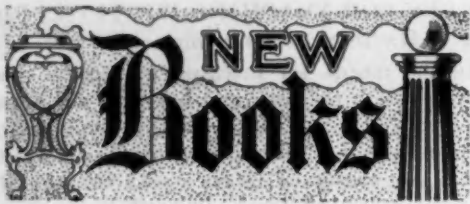


KINDERGARTEN LOOM. FRANCES A. FOSTER, Sioux City, Iowa.

A loom having end bars provided with bores and the bores on one of the bars extending entirely through the same and the bar that has the bars extending entirely through the same also



having a longitudinal groove, the ends of which are fitted in said bores, a stop for said rods slidable in said groove and staples straddling said stop.



The Story of the Amphibians and Reptiles.

By James Newton Baskett and Raymond L. Ditmars. 212 pp. Illustrated. D. Appleton & Co., New York, Chicago.

The series of Appleton's Home Reading Books has been enriched by another valuable volume. As a supplementary reader it fills a niche. In the realm of animal life the study of amphibians and reptiles is a most profitable one. Nature here indulges in strange forms and reveals some of her singular processes.

This volume covers the subject in a most attractive manner.

The Life in the South Seas.

By Herman Melville. Edited by W. P. Trent, Professor of English Literature in Columbia University. Illustrated by D. Moore. Cloth, 316 pages. Price, 45 cents. Published by D. C. Heath & Company, Boston, New York, Chicago.

This first appeared in 1846 and was read with much interest, but with other similar books by the same author it passed out of date. They were somewhat extravagant tales of adventures. But within a few years Robert Louis Stevenson has directed attention to them as good representations of life among the South Sea islanders. These are strange adventures among a strange people, reasonably well told. They are interesting.

New Practical Arithmetic.

By Eugene L. Dubbs. Boards, 12mo, 440 pages. Price, 60 cents. Published by the American Book Company, New York, Cincinnati, Chicago.

This is rightly named a practical arithmetic. The different subjects are arranged in a natural, logical order. The definitions are concise and clear. Explanations of principles are carefully worded. A model example is given with a full written solution, each step in the operation being made plain. This is given to illustrate the process. Then follows a clearly stated rule, in which the subject is generalized. Problems in sufficient number and variety furnish material for a thorough drill, familiarizing the student with all the applications of the subject. These are of an eminently practical character, relating to the ordinary affairs of life, including common commercial transactions. The book is well prepared to promote accuracy and promptness in calculations, develop the reasoning powers, and fit one for business. The many miscellaneous examples for review and tests are selected with excellent judgment. Answers are given at the end of the book.

An Advanced Speller.

For the Highest Grammar Classes and Secondary Schools. By Ida M. Daly, head of the English Department, the Eastern High School, Washington, D. C. 100 pages. Price, 25 cents. Published by Benjamin H. Sanborn & Company, Boston, Chicago.

A lower grade speller of this series has been favorably noticed. This advanced book is about as rational as any that we have seen on the subject. The subject will not be altogether rational until some reforms are made. Here the lists are made up of words most frequently misspelled. A few general rules are stated and applied. The words are classified as well as they can be. In view of the admitted fact that even in the higher institutions there is much poor spelling, would it not be a good plan in all the secondary schools to have a brief general exercise in spelling each

day? It would be a good old custom restored. And this book would be very suitable for such a purpose.

A Graded List of Poems and Stories.

By C. B. Gilbert, Superintendent Schools, Rochester, N. Y., and Ada Van Stone Harris, Supervisor of Primary Schools and Kindergartens, Rochester, N. Y. 41 pages. Published by Silver, Burdett & Company, New York, Boston, Chicago.

Here is a classified list of about a thousand stories for children and young people, most of them choice little specimens of literature. The places where they are to be found are named, and the publishers. Teachers of lower grades, and higher grades as well, and parents, who are looking for appropriate reading for their children will find this very convenient.

Elementary Physiology and Hygiene.

By Buel P. Colton, A. M., Professor of Natural Science in Illinois State Normal University, Normal, Ill. 317 pages. Published by D. C. Heath & Company, Boston, New York, Chicago.

A book for grammar grades. The elements of anatomy and physiology are stated in simple and direct form. A prominent feature is the application of these to hygiene. Every thing that has a bearing on proper ways of living, habits of cleanliness, the proper preparation of food, is emphasized. The promotion and preservation of health the author has had in mind. The laws of various states require that instructions be given in the use and effects of narcotics and stimulants. Enough is given to satisfy these requirements. The organs of sense are given special attention, and the necessity of properly caring for these is of importance. As the book is intended for grammar grades, the English instead of the Latin forms of plurals are used. A very complete glossary is added. A chapter on what to do in case of accident, or until a doctor comes, is also added. The illustrations are numerous and good. Altogether, it is a very practical book, and if it were studied in every family, as well as in every school, it would save suffering and doctor's bills.

Squirrels and other Fur Bearers.

By John Burroughs. With fifteen illustrations in colors after Audubon, and a frontispiece from Life. 144 pages. Price, \$1.00. Published by Houghton, Mifflin & Company, New York, Boston, Chicago.

The fox, the weasel, the rabbit, the muskrat, the raccoon, etc., come in for the share of attention. Their ways, their homes and their peculiarities are told. Beautiful color pictures describe their looks.

Rab and his Friends and other Dog Stories.

By Dr. John Brown. Edited by Chas. W. French, Principal of Hyde Park High School, Chicago. Illustrated by Angus MacDonall. 150 pages. Published by Rand, McNally & Company, Chicago, New York.

A good dog story always appeals to the boy and if rightly told is not without value. This well bound, well printed and well illustrated little volume is a gem.

Training for Citizenship.

An Elementary Treatise on the Rights and Duties of Citizens. By Joseph Warren Smith, A. M., formerly Supt. of Schools, Bay City, Mich. 345 pages. Price, \$1.05. Published by the Lothrop Publishing Company, Boston.

A book of this kind deserves a place in every home as well as every school. Every phase of government is covered in a compact and well arranged manner.

Rowe's Commercial and Industrial Bookkeeping.

By H. M. Rowe, Ph. D. Published by the Sadler-Rowe Co., Baltimore, Md.

This book is from the pen of a master accountant and demonstrates on every page the exper-

ienced business man. The most approved methods are employed in every department of commercial and industrial accounting.

The Ideal Word Book.

In two parts. Part I. Formal Spelling. Part II. Spelling and Construction. By E. E. Smith, A. B. 136 pages. Cloth, price for introduction, 17 cents. Exchange price, 9 cents. Published by A. Flanagan Company, Chicago.

The author not only gives a carefully selected list of words but suggests methods to the teacher. He has avoided all extremes and has devised a practical book.

The Atlas Tablet of the United States History.

A Method of Teaching with complete outline of topics. Arrange for short or long courses of study. By F. W. Nichols, M. Ph., Superintendent of Public Schools, District No. 2, Evanston, Ill. 103 pages. Price, 60 cents. Published by the Central School Supply House, New York, Chicago, Atlanta.

No doubt the tablet is a useful device in the study of history. It bears illustrations on alternate pages and is interleaved with blank ruled pages for writing.

Complete Typewriter Instructor.

Being a complete guide to fingering, and containing a full list of forms. Arranged for schools and a private instructor in Touch Typewriting. By F. W. Mosher. 49 pages. Published by Powers & Lyons, Chicago, New York.

A book of this kind is indispensable where typewriting is taught. It is evident that it has been prepared by an expert. Every phase of typewriting is demonstrated in a practical manner.

Les Forceurs De Blocus Par Jules Verne.

Edited with notes and vocabulary. By C. Fontaine, B.L. L.D., director of Romance Language Instruction in the High Schools of Washington City. 20th Century Text-Books. 128 pages. Price, 30 cents. Published by D. Appleton & Company, Chicago, New York.

The text is French. It is a charming story and one which appeals specially to Americans. The book is provided with a complete vocabulary, including irregular form of verbs.

Murillo.

A collection of fifteen pictures and a portrait of the painter with introduction and interpretation, by Estelle M. Hurll. 93 pages. Price, 30 cents. Published by Houghton, Mifflin & Company, Boston, New York, Chicago.

In style and typographical make up, this the sixth of the Riverside Art Series is like its predecessors. The great master and his productions are described with great fidelity.

Das Lied von der Glocke.

Friederich von Schiller. With notes and introduction by W. A. Chamberlin. Published by D. C. Heath & Co., Boston, New York, Chicago.

Schiller's greatest poem is attractively presented to the student of German. The introduction as well as the notes are great aid in rendering the text more clearly to the student.

Graded Work in Arithmetic.

By S. W. Baird, Principal Franklin Grammar School, Wilkesbarre, Pa. Cloth, 12mo, 159 pages. Price, 25 cents. Published by the American Book Company, New York, Cincinnati, Chicago.

This volume is the last of the eight-book series, completing a remarkably well-graded and comprehensive grammar school course in arithmetic. It begins with a review of the essential parts of the lower books, and then furnishes a thorough treatment, with applications, of percentage and interest, including also exercises on the metric system, the elementary principles of algebra, involution, evolution, and mensuration.



Superintendent F. H. Mark, Louisville, Ky., says: The best requisite to a good school system is that all children in the city shall have equal advantage in school privileges, and this implies equally good school houses in all parts of the city as well as an equal equipment in those houses in the way of desks, blackboards, globes, maps, charts, supplementary reading matter, etc.

Brookfield, Mo. Superintendent J. U. White has been nominated by the Republicans for State Superintendent of Public Instruction.

Hon. Thomas L. Bulger is a candidate for State Superintendent of Education of Alabama. He is one of the foremost men in the state. Col. Bulger while a member of the legislature secured the passage of a uniform text book bill.

New York City. The different district superintendents while upon tours of inspection are too active and exacting according to the complaint of many teachers, who say that in many cases the superintendents walk in upon them unawares and the surprise and resulting nervousness is detrimental to their making good showing.

The remarks of Dr. Maxwell, superintendent of schools, in reference to the grading of teachers has caused no little harsh criticism. His declaration that but few teachers could be marked "a" and not very many "b" is, the teachers declare, a reflection upon the entire teaching force.

"Consolidation of school districts and transportation of pupils," says L. D. Harvey, state superintendent of Wisconsin, "is one of the most important movements in recent years for bettering the school facilities of rural communities. It is in line with the progress that is being made in industrial fields. This is the era of concentration. The small country school, with the frequent accompaniment of poorly prepared teachers, does not give the children the preparation that is now needed for success in life. It is expensive when the number of persons in attendance is taken into consideration. Consolidation of the districts will result in better organization of schools, in a stronger teaching force, and in taking pupils out of the isolation found in many small schools. One of the most important things in the education of the child is that he shall come into contact with a goodly number of children of his own age; without this contact he is missing one of the most important elements in education."

Hon. D. C. McClure, ex-dupty superintendent of public instruction of Michigan, writes:

"Lincoln knew a few books well, and these gave him ideals. It was through these ideals that he stands today the grandest figure of the nineteenth century. If he had been put into a modern graded school he might have been smothered.

"Little Massachusetts in ninety years produced 2,896 names that went into English and American cyclopedias. This result was due to individual education—to the older system of education. Later, under our modern system of education—five other great states produced in ninety years twenty-seven (27) names which found their way into the English and American cyclopedias.

"We must get rid of our worship of fads and the graded system before we can look on both sides of the question of education. The earlier results were from the old-fashioned training in

district schools. The later results under our present system. Which will you choose."

Springfield, Ill. State Superintendent Alfred Bayliss has appointed Principal Joseph E. Bangs of Pontiac assistant superintendent, to succeed Captain J. H. Freeman, who retired July 1, after six years' service in the office to assume his new duties as superintendent of the instruction for the blind at Jacksonville.

Prof. Walter C. Brouson of the department of English Literature, Brown University, in a recent address said: "In mental training great stress should be laid upon accuracy and thoroughness. Better to teach a few things well than many ill. Our schools at present try to teach too many things, and the reaction now setting in toward a simpler course of studies is a most wholesome one. In particular, more time and skill are needed in the teaching of English. To speak our mother tongue correctly, to write it correctly and fluently, to read English literature intelligently and appreciatively—this is a great achievement, deserving and requiring prolonged effort under the best guidance.

"Our schools should also give to their pupils some esthetic culture. The teaching of the elements of drawing and music, by training eye and ear to the appreciation of beauty, not only contributes much to the culture and happiness of the individual, but also prepares the way for a great national art, without which no nation can be completely rich and great. Vast industrial enterprises, untold material wealth, do not alone make a great nation. Art in the common schools will prove a powerful antidote to the Mammon worship and materialism which now threaten the Republic."

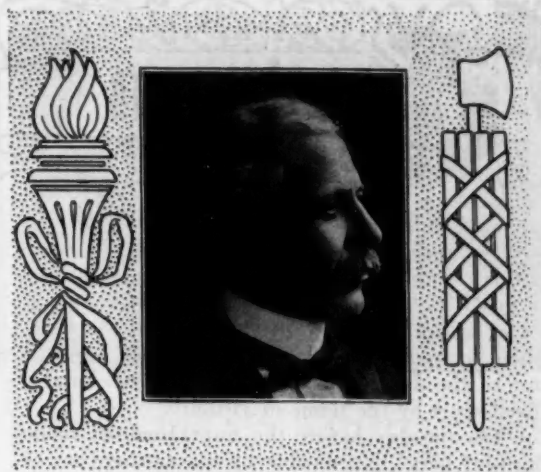
A German citizen says: "I will leave it to any man having ordinary judgment whether it is not best to have the study of German taught in the grades. In the elementary school the pupils must learn the rudiments, else they will not be able to obtain proficiency in the high school. The study of the German language is the most excellent training which the students attending the public schools can receive. A working knowledge of the language, which is now almost as universal as English, is a practical benefit to every man and woman every day in the year. In every business and enterprise German scholars are preferred. A knowledge of German is essential to a well rounded education and a sensible preparation for practical life; it should be taught children when their minds are most receptive and their interest most thorough."

During the National Educational Association meeting, at Minneapolis, the grade teachers organized the National Federation of Teachers, selecting officers as follows:

President—Miss Margaret Haley, Chicago.

First Vice President—Miss K. Maud Clum, St. Paul.

Second Vice President—Miss Mary McGowan, Cincinnati.



PROF. F. W. COOLEY,
Superintendent of Schools,
Evansville, Ind.

Secretary—Miss Edith Rosenthal, Milwaukee.
Treasurer—Miss Emma A. McCabe, New York.

The object of the federation is to secure for the class-room instructors of elementary schools such legislation as will secure a stable tenure of position, a better basis of salaries and a pension system supported by funds other than those of the teachers themselves.

The organization is restricted to graded teachers in the elementary schools. The preliminary constitution provides for an associate membership of all persons who sympathize with the aims of the organization, and in this connection an extensive campaign is planned, it being the purpose to enlist the aid of the Women's Clubs of the country in the fight of the organization.

St. Paul, Minn.—The marriage of a woman teacher is equivalent to her resignation. Secretary Healy is constantly on the lookout for marriage licenses issued to teachers. He says: "It isn't fair for the girls who are fortunate enough to get married to hold position that are needed by girls who have to support themselves."

Omaha, Neb.—Vice President Howard is of the opinion that most women are better teachers after they are married, and, therefore, is opposed to the rule barring married women from teaching in the schools. He believes that as a general rule they devote more attention to their work than a girl who is looking for a husband. "I can't see what difference it makes," he says, "whether a teacher supports her father, mother, brother, sister, or husband, so long as she is qualified to teach and is worthy of the position."

Prof. James U. White is the republican nominee for state superintendent of Missouri. He advocates the following:

- (1) Free books for every child in the state.
- (2) Central high schools.
- (3) Articulation and affiliation from smallest country school to our Universities and Colleges.
- (4) Elimination of partisan politics from the management of our schools.
- (5) A splendid educational exhibit for St. Louis in 1904.



EDWIN E. CAINE,
Wadsworth, Nevada.



FRANKLIN W. JOHNSON,
Waterville, Maine.



HARRY F. ESTILL,
Huntsville, Texas.



C. L. BEMIS,
Ionia, Michigan.

Presidents of State Teachers Associations.



Bagged the Boaster.

"During an adoption of school books in a territory of the southwest the bookmen organized a quail hunt," said a well-known representative of a Boston house recently. "Besides the bookmen, the party included the postmaster, the editor of the daily paper—The Republican—and a local sport by the name of Brumitt."

"On the day before the hunt Brumitt made himself very disagreeable by his assumption of superiority as a wing-shot. He offered to bet even money that he would bag as many quail as all the others together."

"This nettled the boys a good deal and they met in the back room of the postoffice to talk it over. Several plans were suggested for abating the nuisance, till the reporter for the Republican took everybody off their feet by proposing that Brumitt's shells be loaded with sand instead of shot. This carried with a whoop, and a committee of two was appointed to fix the matter up at the gun store and to get shells for everybody."

"When we flushed the first covey of quail the next day Brumitt was well up in front with his Winchester pump-gun lying in the hollow of his left hand. Bang! bang!! bang!!! went Brumitt's gun with a rapidity of action that was startling. The frightened quail, undiminished in number, went across the sage-covered plain like the wind. A hundred yards further the same thing was repeated, with the same result, only there were four shots this time."

"A moment later the editor, fearing that someone might laugh and cause Brumitt to become suspicious, gave the signal for us to scatter over a wider range."

"When we met at the wagon, about 5 o'clock, Brumitt was sitting on the seat with a screw-driver in his hand, while the horse blanket at his feet was covered with the dismembered parts of his gun. How we ever kept from shouting is more than I know."

"The Republican gave a most ludicrous account of the day's sport under the double-headed lines:

Colonel Brumitt, the celebrated Wing-Shot goes Hunting.

"The article designated him as Colonel throughout and the whole town was not slow in accepting the title."

"That evening as Editor Rogers was sitting at his desk Brumitt walked into his office without knocking and covering Rogers with his shot-

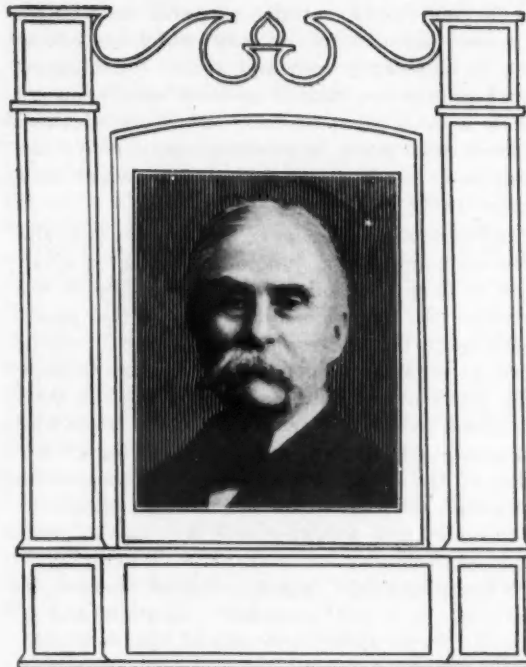
gun declared that if the incident was ever again mentioned in the Republican, or if he was ever again referred to as *Colonel* in the paper, he would certainly blow the editor's brains out. Then he unwisely went out and boasted of his action."

"There was a great deal of conjecture as to whether Rogers would stand pat, and if he did whether Brumitt would make his bluff good, and the nervous tension among the timid was considerable."

"Brumitt had the room across the hall from mine. He came in while I was dressing the next morning and handing me the paper asked: 'Did you ever see such gall?' At the top of the city news column I read, 'We had a pleasant call last evening from our esteemed townsman, *Ex-Col. Brumitt*.' Then we both laughed."

O. S. Cook, who died July 30, had been connected with the Chicago office of Silver, Burdett & Company for a number of years. He was a man of kindly impulse, who enjoyed the esteem of all who ever came in contact with him.

Orrin Sherman Cook was born in New Haven, N. Y., in 1831, and after taking a course in the New York normal school came west in 1853 to take charge of the schools of Lake Geneva, Wis. In 1867 he came to Chicago in the interest of a Philadelphia publishing house, and afterwards



The late Mr. O. S. COOK.

was western manager for Charles Scribner's Sons, a position which he resigned in 1883 to accept the appointment of superintendent of schools for the Towns of Lake and Hyde Park. In 1887 he opened the western office of the publishing firm of Silver, Burdett & Co., of Boston, in which business he remained until his death.

Minneapolis N. E. A. Expense.

Statement of Receipts and Expenditures by the local committee on account of the N. E. A. Convention at Minneapolis, July 7-11, 1902.

Receipts.

From sale of Exhibit Space...\$1163.00
From Convention Fund of
Commercial Club 3711.92 \$4874.92

Expenditures.

Printing, stationery and engraving \$845.96
Postage and express 438.13
Badges 364.05
Board Executive Committee.. 334.25
Halls 338.16
Decorations 450.70
Receptions 834.47



W. H. DUCKER.

Manager of New York Office and Field for Silver Burdett & Co.

Indian Bands 451.40
Clerks, Laborers, Guides..... 677.38
Incidentals 140.42 \$4874.92

In addition to the expenditures given above, the teachers raised by means of four concerts given in each of the High Schools of the city the sum of \$600, from which fund was paid the cost of vocal and instrumental music, flowers and the arrangement of the school exhibit in the East High School.

The Value of Charcoal.

Few People Know How Useful It Is in Preserving Health and Beauty.

Nearly everybody knows that charcoal is the safest and most efficient disinfectant and purifier in nature, but few realize its value when taken into the human system for the same cleansing purpose.

Charcoal is a remedy that the more you take of it the better; it is not a drug at all, but simply absorbs the gases and impurities always present in the stomach and intestines and carries them out of the system.

Charcoal sweetens the breath after smoking, drinking or after eating onions and other odorous vegetables.

Charcoal effectually clears and improves the complexion, it whitens the teeth and further acts as a natural and eminently safe cathartic.

It absorbs the injurious gases which collect in the stomach and bowels; it disinfects the mouth and throat from the poison of catarrh.

All druggists sell charcoal in one form or another, but probably the best charcoal and the most for the money is in Stuart's Absorbent Lozenges; they are composed of the finest powdered Willow charcoal, and other harmless antiseptics in tablet form or rather in the form of large, pleasant tasting lozenges, the charcoal being mixed with honey.

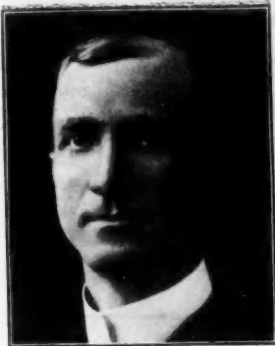
The daily use of these lozenges will soon tell in a much improved condition of the general health, better complexion, sweeter breath and purer blood, and the beauty of it is, that no possible harm can result from their continued use, but on the contrary, great benefit.

A Buffalo physician in speaking of the benefits of charcoal, says: "I advise Stuart's Absorbent Lozenges to all patients suffering from gas in stomach and bowels, and to clear the complexion and purify the breath, mouth and throat; I also believe the liver is greatly benefited by the daily use of them; they cost but twenty-five cents a box at drug stores, and although in some sense a patent preparation, yet I believe I get more and better charcoal in Stuart's Absorbent Lozenges than in any of the ordinary charcoal tablets."

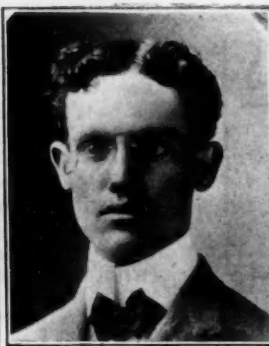


E. S. SMITH,

Western Manager, Educational Publishing Co., Chicago.



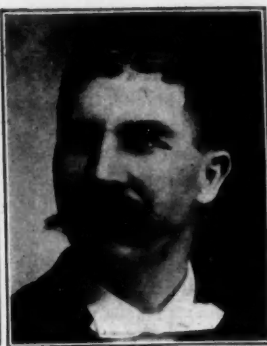
D. D. MAYNE,
Wisconsin Representative
Butler, Sheldon & Co.,
Madison, Wis.



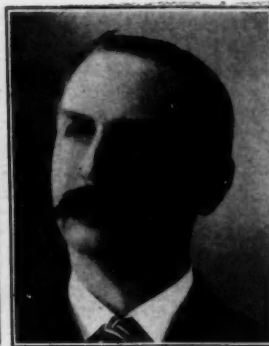
JOHN A. EWTON,
Texas Representative,
B. F. Johnson Pub. Co.,
Dallas, Tex.



L. B. BROWNFIELD,
Ginn & Company,
Philadelphia, Pa.



J. R. ROWLAND,
Benj. H. Sanborn & Co.,
Avon, Ill.



W. W. ROBERTSON,
Maynard, Merrill & Co.,
Dallas, Tex.



MISS ROSE A. DUGAN,
Representative and Special
Instructor in Penmanship,
with Benj. H. Sanborn & Co.,
Boston, Mass.

St. Louis World's Fair.

(Continued from Page 3.)

SOUTH DAKOTA.

No plans made, no money appropriated. My successor will look after the matter.—E. E. Collins.

TEXAS.

The necessary funds will, no doubt, be provided. A state commission charged with the whole matter has been appointed.—Arthur Leveyre.

VERMONT.

Our legislature convenes in October of this year. If sufficient interest is manifested this department will ask for an appropriation.—Walter E. Ranger.

WASHINGTON.

No definite movement is in progress. I hope, however, that we may have something done within the next few months, looking to that end.—R. B. Bryan.

WEST VIRGINIA.

No arrangements as yet made. Our legislature, which meets next January, will be asked for a liberal sum. Our educational interests will not be neglected.—Thos. C. Miller.

WISCONSIN.

The State Teachers' Association has appointed a committee to formulate plans. It is expected that the sum of \$10,000, for an educational exhibit, will be asked for and granted.—L. D. Harvey.

WYOMING.

The state will be represented. Prof. F. H. H. Roberts of Laramie will be in charge. The legislature, which meets in January, 1903, will make suitable appropriations.—Thomas T. Tynan.

Taxation and Teachers' Salaries.

(Concluded from Page 2.)

We found that the total school tax was from 17 per cent. to 25 per cent. of the total tax for all purposes. Assuming 20 per cent. to be an average, then the school tax is one-fifth of the total rate of 2 per cent. for all purposes, or 4 mills on the dollar.

We also found that the amount of the school tax fund devoted to teachers' salaries was about 60 per cent. of the total school tax, or three-fifths of 4 mills, which is 2 2-5 mills.

It is probably safe to say that a tax of from 2 to 3 mills on all property at its cash value would produce sufficient revenue to pay teachers' salaries, and that a tax of 1 to 2 mills additional would provide for sites, buildings and incidental expenses for maintenance.

In considering this question of the education of all children for citizenship, the fact must not be overlooked that most of the states have in some degree assumed the responsibility by levying a state tax for the maintenance of schools. The principle upon which the state tax was originally extended was, that the wealth of the whole state should contribute to the education of all

the children. That standard should be maintained and the means should be provided to aid districts which are unable to sustain schools.

The location of railroads representing large capital, the accumulation of wealth at certain places, the massing of working people in one district and the concentration of wealthy people in another district, cause great variations in the local tax levies and emphasize the importance of the distribution of a state tax on a basis which will help the poorer districts.

The reports of county and state superintendents show that if effective instruction is to be imparted to all children, more generous provision must be made for the ample compensation of teachers, for permanency in their work, and for centralized schools in the rural districts.

The proposition that the fund for the payment of teachers' salaries be increased by the distribution of a larger amount of money to be raised by general state tax and to be distributed in such a way as to insure the maintenance of rural schools for 160 to 180 days each year, is commended.

Effective administration of a school system can be most easily secured when the teacher can work with the certainty of a compensation on a fixed scale, without radical and violent fluctuations; when the general principles of civil service prevail and teachers are retained during efficient service and good behavior. To secure these results in the larger cities, the statutes relating to the raising of taxes for the teachers' salary fund should provide for an adequate and definite amount.

Rand, McNally & Company will publish in September the following books:

Language Through Nature, Literature and Art. By H. Avis Perdue and Sarah E. Griswold. Illustrated. Cloth, 238 pages; 35 cents.

Eskimo Stories. By Mary E. Smith. Illustrated. Cloth, 189 pages; 35 cents.

Viking Tales. By Jennie Hall. Illustrated. Cloth, 206 pages; 35 cents.

The Cricket on the Hearth. By Charles Dickens. Edited by George B. Aiton. Illustrated. Cloth, 176 pages; 25 cents. In "The Canterbury Classics" series.

Hand-Loom Weaving: A Manual for Teachers. By Mattie Phipps Todd. Introduction by Alice W. Cooley. Illustrated. Cloth, 160 pages; \$1.00.

Stories of Mother Goose Village. By Madge A. Bigham. Illustrated. Cloth, 190 pages; 35 cents.

Treasure Island. By Robert Louis Stevenson. Edited by Theda Gildemeister. Illustrated. Cloth, 300 pages. In "The Canterbury Classics" series.

The King of the Golden River. By John Ruskin. Edited by Katharine Lee Bates. Illustrated. Cloth, 76 pages; 25 cents. In "The Canterbury Classics" series.

King Arthur and His Knights. By Maude L.

Radford. Illustrated. Cloth, 224 pages; 35 cents.

Wings and Stings. By Agnes McClellan Daulton. Cloth, 180 pages; 35 cents.

Composition and Rhetoric, Based on Literary Models. By Rose M. Kavana and Dr. Arthur Beatty. Illustrated. Cloth, 440 pages; \$1.00.

The Teaching of Arithmetic and Elementary Algebra. By Clinton S. Osborn. Cloth, 75 pages; 75 cents.

The Tree and Shrub Calendar. By Clarence Moores Weed. 80 pages; 10 cents.

The Wild Flower Calendar. By Clarence Moores Weed. 80 pages; 10 cents.

The Old Way.

Of Treating Stomach Trouble and Indigestion, a Barbarous and Useless One.

We say the *old* way, but really it is the common and usual one at the present time, and many dyspeptics, and physicians as well, consider the first step in attempting to cure indigestion is to diet, either by selecting certain food and rejecting others, or to greatly diminish the quantity of food usually taken.

In other words, the starvation plan is by many supposed to be the first essential in the cure of weak digestion.

The almost certain failure of the starvation cure for stomach trouble has been proven time and again, but still the usual advice, when dyspepsia makes its appearance, is a course of dieting.

All this is radically wrong. It is foolish and unscientific to recommend dieting or starvation to a person suffering from dyspepsia, because indigestion itself starves every organ and every nerve and fibre in the body.

What is needed is *abundant nutrition, not less*, and this means plenty of good, wholesome, well-cooked food and some natural digestive to assist the weak stomach to digest it.

This is exactly the purpose for which Stuart's Dyspepsia Tablets are adapted and this is the way they cure the worst cases of stomach trouble.

The patient eats plenty of wholesome food, and Stuart's Dyspepsia Tablets digest it for him.

And this is in accordance with nature and common sense, because in this way the whole system is nourished and the *overworked stomach* rested, because the tablets will digest the food, whether the stomach works or not. One of Stuart's Dyspepsia Tablets will digest 1800 grains of meat, eggs and similar food.

Any druggist will tell you that Stuart's Dyspepsia Tablets is a remedy of extraordinary value and probably is the purest and safest remedy for stomach troubles.

No person suffering from poor digestion and lack of appetite can fail to be immediately and permanently benefited if they would make it a practice to take one or two of Stuart's Dyspepsia Tablets after each meal.



The following table shows the relative cost of text-books in three states:

	1897.	1902.	1895.
	Missouri.	Kansas.	Indiana.
First Reader.....	\$0 12	\$0 11	\$0 10
Second Reader.....	17	17	17
Third Reader.....	23	23	25
Fourth Reader.....	35	33	30
Fifth Reader.....	45	44	40
Complete Arithmetic...	56	38	45
Advanced Geography...	81	78	75
El. Geography.....	42	33	30
U. S. History.....	86	55	65
Spelling Book.....	19	11	10
Physiology.....	70	55	60
Physical Geography...	1 25	88	80
Algebra.....	86	55	..
Physics.....	86	55	..
Advanced Grammar...	40	38	40
El. Grammar.....	25	22	25

Totals..... \$8 48 \$6 56 \$5 52

Binghamton, N. Y. The Natural and Normal Music systems adopted.

Saginaw, Mich. Copies of the following books purchased: Montgomery's Beginners American History, Payne's Geographical Nature Studies, Hewe's High School Physiologie, Bouton's Spelling and Word Building, Hall's Elementary Physiologies, Wilson's "A History Reader for Elementary Schools," The Wide World and Northern Europe.

Topeka, Kan. It takes thirty carloads of text-books to supply schools of the state.

Niagara Falls, N. Y. Supt. Taylor has been allowed to place for trial, in such grades as he may deem advisable, any of the following texts: Rational Elementary Arithmetic, Chancellor's Series of Arithmetic. Wentworth's Elementary Arithmetic, Nichols' Series of Arithmetic, Tarr & McMurray's Geography, Fry's Complete Geography, revised.

Cohoes, N. Y. The superintendent has been authorized to arrange for the purchase of supplementary historical readers at an expense not to exceed \$60.

Topeka, Kan. The state charter board has granted a charter to the American Book Company to do business in this state. The company made application for the charter in accordance with an order made by the Supreme Court.

Binghamton, N. Y. Supt. Bardwell at a recent board meeting said: "I wish to say most emphatically, and to have it understood by the public, that I have never paid any attention when recommending books for adoption as to who were the publishers. I have always considered simply the merits of the books themselves."

Columbus, O. Hon. L. D. Bonebrake, state school commissioner, has informed the board

WORCESTER'S SCHOOL DICTIONARIES.

Worcester's New Primary Dictionary.....	\$0.50
Worcester's New School Dictionary.....	.80
Worcester's Comprehensive Dictionary.....	1.40
Worcester's Comprehensive Dictionary (with Patent Index).....	1.65
Worcester's Academic Dictionary.....	1.50
Worcester's Academic Dictionary (with Patent Index).....	1.75

Lippincott's Gazetteer of the World. New Edition.....	8.00
Chamber's Concise Gazetteer of the World. Half Morocco.....	2.00
Chamber's Biographical Dictionary. Half Morocco.....	2.00

**STANDARD BOOKS
OF REFERENCE...**

J. B. LIPPINCOTT COMPANY,
Publishers, PHILADELPHIA.

that it was contrary to law to have an optional list of text-books, that pupils could not be compelled to purchase more than one book for any given study. The board, therefore, rescinded its former action establishing an optional list of text-books.

Detroit, Mich. D. C. Heath & Co., publishers, have filed a complaint in chancery against the board of education asking that it be enjoined from using certain arithmetics in the public schools of Detroit or abandoning the use of the "Walsh Arithmetic," supplied the board by the complainants.

Moline, Ill. Copies of Needham's Manual purchased for the High School library, and seven sets of Dodd, Mead & Co.'s International Encyclopedia for the various schools.

LANGUAGE THROUGH NATURE, LITERATURE AND ART.

By H. Avis Perdue, of the Keith School, Chicago, and Sarah E. Griswold, of the Chicago Normal School, Chicago. With 12 full-page and 145 text illustrations. Cloth, 238 pages; 35 cents.

This is the simplest and most beautiful language book yet issued. It is unique in its treatment, and deals with only the simplest facts in formal grammar. This book is a preparation for the first book in any language series, and contains a connected series of lessons in Language, Nature, Literature and Art.

ESKIMO STORIES.

By Marry E. E. Smith, of the Lewis-Champlin School, Chicago. With 18 full-page and 75 text illustrations in half-tone, by Howard V. Brown. Cloth, 189 pages; 35 cents.

For the first and second grades. A delightful volume of Eskimo stories, simply told, and in a graphic style. The reading lessons endeavor to illuminate certain phases of social development so that they will serve as object lessons.



VIKING TALES.

By Jennie Hall, of the Francis W. Parker School, Chicago. With 19 full-page plates by Victor R. Lamdin. Cloth, 206 pages; 35 cents.

For the fourth and fifth grades. Stirring tales of the emigration of the Vikings westward from Norway, which give sequence, reasonableness, and significance to the discovery of America.

HAND-LOOM WEAVING.

A MANUAL FOR TEACHERS. By Mattie Phipps Todd, of the Motley School, Minneapolis Minn. With an introduction by Alice W. Cooley, formerly Supervisor of Primary Schools, Minneapolis. With 36 half-tone illustrations and 21 patterns. Cloth, 160 pages; \$1.00.

This is the only practical book on the subject and should interest everyone concerned in the training of children. It accompanies any kind of a hand-loom, and one can readily take up weaving with this clear text in hand.

A NEW CANTERBURY CLASSIC.

THE CRICKET ON THE HEARTH, by Charles Dickens. Edited by George B. Alton, State Inspector of High Schools for Minnesota. With a portrait of Dickens after Lawrence, and 9 full-page illustrations by Gustavus C. Widney. Cloth, 176 pages; 30 cents.

PREVIOUSLY ISSUED:

RAB AND HIS FRIENDS. Brown-French. 25 cents.
THE GOLD BUG. Poe-Gildemeister. 25 cents.

STORIES OF MOTHER GOOSE VILLAGE.

By Madge A. Bigham, Principal of the Atlanta Free Kindergarten, Atlanta, Ga. With 135 illustrations in colors by Ella S. Brison. Cloth, 190 pages; 35c.
For the first and second grades. The revival of interest in the teaching of folklore should make these Mother Goose Stories welcome. In these stories the Mother Goose Characters of our childhood are recalled in new situations, and the children will take great pleasure in discovering their old friends in new companionships. The book fills a long unoccupied place among First Readers, and will change the reading lesson from drudgery to sheer delight.

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SPELLING AND WORD BUILDING

By **EUGENE BOUTON**

Word Studies—A drill in words as individuals.

Word Building—A phonic drill.

Over 250 illustrations make the book attractive and serve as a basis for language lessons and dictation exercises. Many of the pictures are in outline and can be reproduced by the children, thus impressing the meaning of the word and furnishing Busy Work for the school hours.

Cloth, 124 pages, retail price, 25 cents. Exchange price, 15 cents. Sample copies sent for examination upon receipt of the exchange price.

UNIVERSITY PUBLISHING COMPANY

27-29 West 23rd St., New York.

120 Summer St., Boston,

714-716 Canal St., New Orleans.

Salt Lake City, Utah. An ordinance provides that none of the school books shall be covered with any material other than paper. In all schools in which there is a free distribution of books, such books, after having once been used, must be recovered and thoroughly disinfected by the Board of Health. The student once having received a book must keep the same as long as that book is necessary for his studies. A violation of the ordinance is punishable by a fine of \$25.

The Ideal School, by Preston W. Search, honorary fellow in Clark University, is a valuable number of the William T. Harris International Educational Series, published by D. Appleton & Co.

G. Stanley Hall says of the work: "I can think of no single educational volume in the whole wide range of literature in this field that I believe so well calculated to do so much good at the present time, and which I could so heartily advise every teacher in the land of whatever grade, to read and ponder."

St. Louis, Mo. Free text-books are furnished in the first four grades. It is prosed to extend the plan throughout all the grades.

New Adoptions.

Eric, Pa. The following is the list of text-books adopted for the year 1902-1903:

English—Baldwin's School Readings, Meiklejohn's English Literature, Whitney & Lockwood's English Grammar, Tarbell's Lessons in Language and Grammar, Lockwood & Emerson's Rhetoric, Natural Elementary and Advanced Geographies, The Educational Music Courses, Abridged Academy Song Book (high school), Damsch's Method of Sight Singing, Smith's Intermedial Penmanship, Myer's Outlines of General History, Myer's and Allen's Ancient History, Montgomery's and Eggleston's Histories for Beginners, Montgomery's American History, Larned's English History, Shimmel's Pennsylvania Citizen, Fiske's Civil Government, Fiske's United States History, McMaster's School Histories, Lewis' First Book in Writing English, The American Word Book, Standard English Classics, Watkin's American Literature, White's New Course in Art Instruction (high school), Dr. N. C. Schaeffer's Bible Readings, Webster's Common School Dictionary. Supplementary reading matter of American Book Company, Educational Publishing Company, Ginn & Company.

Mathematics—Wentworth's New School Algebra, Geometry and Advanced Arithmetic, Phillips & Fisher's Geometry, Phillips & Strong's Trigonometry, Williams & Rogers' Book-keeping, Commercial Law and Commercial Arithmetic, Pittman & Hawood's Short Hand Manual, Milne's Standard Arithmetic, Milne's Mental Arithmetic.

Science—Smith's Physiologies, Overton's Advanced Physiology, Colton's Physiology, Tarr's Physical Geography, Gray's School and Field

Book on Botany, Coulter's Botany, Remsen's Chemistry, Remsen's Chemical Experiments, Hoadley's Physics, Chute's Physical Laboratory Manual, Jordan's Zoology.

Latin—Allen & Greenough's Latin Grammar, Briggs' Latin Composition. Publications of Ginn & Company, Allyn & Bacon, American Book Company, Scott, Foresman & Co., Benj. E. Sanborn & Co.

Greek—White's First Greek Book, Goodwin's Grammar, Ginn & Company publications.

French—Beginner's Method (E. W. Renouf), Sauveur's French Grammar, Chardenel's Complete Course. Publications of Ginn & Company, Henry Holt & Co., D. C. Heath & Co.

German—Jones' German Reader, Bernhardt's German Readers, First and Second Eclectic Readers, Joynes-Meissner's German Grammar. Publications of Henry Holt & Co., E. Steiger, Ginn & Company, D. C. Heath & Co.

St. Joseph, Mo. Gordy's United States History.

Bel Air, Md. Mode Writing Books, Milne's Elements of Algebra, Bowling's Elementary Algebra, Sharpless & Phillips' Physics, Frye's Grammar School Geography.

Williamsport, Pa. Sears Readers.

Grand Rapids, Mich. McLaughlin's History of the American Nation, Myer's Ancient History and Wells' Essentials of Plane and Solid Geometry.

Freedom. Graded Literature Readers and Rand, McNally's Geographies.

St. Joseph, Mo. Morton's Geographies.

Eldersville, Pa. Jefferson township adoption: Cyr's Readers, Hazen's Speller, Frye's New Geographies, Blaisdell's Physiology and Wentworth's Arithmetics.

Milwaukee, Wis. Dryer's Physical Geography.

Rockford, Ill. New Era System of Vertical Writing and The Modern Music Series.

Belleville, Ill. Hall's Arithmetics.

Washington, Pa. Nichols' Graded Lessons in Arithmetic, Ward's System of Reading, Montgomery's English History and Avery's Physics.

South Windsor, Conn. Blaisdell's Physiology.

Washington, Pa. South Franklin township adoption: Frye's Geography and Thompson's History.

Centerville, S. D. Natural Geographies, McMaster's Histories, Smith & Young's Civil Government and the slat system of Spencerian copy book.

Macomb, Ill. Rand, McNally Grammar School Geography and Rand, McNally Elementary Geography.

Springfield, Ill. Coulter's Botany, Appleton's Commercial Geography, Barnes' Complete Typewriter Instructor, Barnes' Text-Book on Stenography, Mother Tongue Book No. 2 and Bellum Helveticum Latin Book.

Canton, O. Carhart & Chute's Physics.

Danville, Ill. Blaisdell's "Life and Health," Arnold & Kittredge's "How to Talk," Book 1.

Moline, Ill. White's Algebra, Plant Studies, by John M. Coulter.

Lansing, Mich. Macey's Physiology, Brigham & Gilbert's Geography and Carhart & Chute's Physics.

Stevens Point, Wis. James & Sanford's "Government in State and Nation."

Wooster, O. Davis' Elementary Physical Geography, The Educational Musical Course for the third, fourth and fifth grades, and the Silver Song Series for the first and second years in high school.

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HOW TO
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Used by the Chicago Board of education in barrel lots.

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SUPPLIES AND FURNITURE

Erie, Pa. The board has rented, at rate of \$15 per year, ten typewriters for the ensuing year, as follows: Six Remingtons, two Smith-Premiers and two New Centurys.

Albany, N. Y. The contract for kindergarten supplies awarded to the Milton Bradley Company.

Norfolk, Va. Two Smith-Premier typewriters bought for use in the high school.

St. Joseph, Mo. The following concerns submitted bids to supply needed school furniture: The Caxton Company, Huttig-Moss Manufacturing Company and the Hudson School Furniture Company.

Kearney, N. J. J. L. Hammett & Co., of New York, was awarded the contract to furnish the necessary stationery during the coming year.

Oskaloosa, Ia. A Smith-Premier typewriter purchased for the high school.

St. Joseph, Mo. School supply contracts let to the Caxton Company, Esterbrook Pen Company and Prang Educational Company.

El Paso, Tex. In the new school sanitary drinking fountains are to be installed.

Auburn, N. Y. The prison authorities have just received an order for 7,500 desks, the cost amounting to \$21,500, from the Borough of Brooklyn. Several weeks ago an order was received from New York for 7,000 desks which cost \$20,000.

Chicago, Ill. Extravagance of principals in ordering school supplies will be checked. The board has deemed it advisable to require that all requisitions for pens, pencils, ink and paper be O. K'd by the superintendent before being honored at the supply house.

Ashland, Wis. The high school has purchased a Smith-Premier typewriter for instruction purposes.

Grand Rapids, Mich. School desks bought from the Haney School Furniture Co.; pencil sharpener from A. B. Dick Co.

Erie, Pa. An order for maps given to Rand, McNally & Company.

Syracuse, N. Y. The Esterbrook Pen Company captured the pen and pencil contract.

Mankato, Minn. A Smith-Premier typewriter has been bought by the State Normal School.

Ann Arbor, Mich. The school board has placed Laing's Planetarium in all its schools.

During the first two weeks of August the Columbia School Supply Co., of Indianapolis, Ind., received orders for their complete Cabinets of Physical Apparatus to be placed in the following schools: Lenox, Ia.; New Milford, Conn.; Susquehanna, Pa.; Anaconda, Mont.; Mayville, N. Y.; Warners, N. Y.; Auburn, N. Y.; Wolcott, N. Y.; Manlius, N. Y.; St. Joseph's Academy, Lockport, N. Y.; Academy of Our Lady of the Angels, Elmira, N. Y.; St. Joseph's Academy, Sherman, Tex.; Academy of Our Lady of the Sacred Heart, Corsicana, Tex.; Academy of the Sacred Heart, Waco, Tex. This complete equipment for the physical laboratory is growing in favor very rapidly. The five schools last mentioned came as a single order with the promise of two additional orders in a few weeks.

The township board of education of the Town of Mayne, Des Plaines, Ill., is erecting a large new township high school according to the plans and specifications of Mr. F. S. Allen, architect, of Joliet, Ill. This building is to be equipped with all the modern appliances, including Burlington Venetian blinds and the Olmsted artificial stone slate blackboard, manufactured by

the Standard School Furnishing Company of Chicago, Ill.

Nashville, Tenn. State Superintendent Fitzpatrick has been requested to ascertain what price each county superintendent is paying for his supplies, blackboards, maps, desks, etc., and how much each expends per child attending school, and per school house under his care.

Hagerstown, Md. Kee Mar College has placed contract with Fred Frick Clock Co., Waynesboro, Pa., for Program and Time System. A fine Frick Program Clock will be installed in the main corridor on the first floor which will operate Secondary Clocks in the various parts of the college, and also ring all bells announcing all periods of the programs, including a large gong on the campus, which will announce meal periods, intermissions, study hour, etc. This system will relieve the instructors of all concern as to times for beginning and close of periods and secure promptness and precision in the college work.

Memphis, Tenn. J. M. Olcott & Company captured contract for furnishing eight thousand square feet of North Bangor slate blackboard.

South Bend, Ind. Laing's Planetarium has been adopted by the school board.

DeWitt, Ia. A Smith-Premier typewriter has been bought for instruction purposes by the board of education, Glens Falls, N. Y. has placed entire order for general school supplies with J. M. Olcott & Co.

Rutherford N. J. The board has placed an order for Laing's Planetarium.

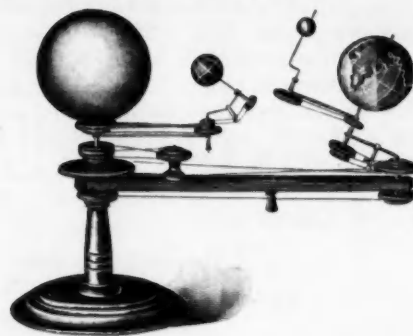
Dunkirk N. Y. The board of education has purchased a Smith-Premier typewriter.

After severe competition at Ashland, Ky., the Standard School Furnishing Company was awarded contract for school furniture, apparatus and the Olmsted artificial stone slate blackboards.

J. M. Olcott & Co. captured the contract for slate blackboards at Southington, Conn.

Royalton, Minn. The board of education has ordered the Frick Program and Time System for high school building. The Program Clock will be placed in the principal's office and will operate secondary clocks and electric bells in all rooms, thereby securing cor-

LAING'S PLANETARIUM



Endorsed and
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Leading
Educators.

For the Practical Demonstration of the Facts of Mathematical Geography. Solves the problems of the Seasons, Day's Length, Moon's Phases, Zodiac, etc.

School Boards and Teachers will recognize the fact that the beginning of the school year is the time to equip the school with every appliance that will aid in good work. Begin the year with the assistance afforded by Laing's Planetarium.

"Nothing Could be More Effective."

"I can conceive nothing better adapted for exhibiting to the eye the different movements of the earth and its satellites. The machine is simplicity itself, and for the purpose of laying a foundation in the minds of students for the study of mathematical geography, nothing could be more effective. It is far in advance of any other apparatus, of the kind, which I have ever seen or heard of. I do not see that the school authorities could do anything better for students of either geography or astronomy than to give them an opportunity to use this beautiful Planetarium."—Geo. H. McGREW, Cleveland, Ohio.

"Facts in Mathematical Geography" and "Supplement"

By A. LAING.

Illustrated: pp. 91. Price 50 Cents. For a limited time we offer these two valuable aids to the study of mathematical geography for 25 Cents. Descriptive circulars of Laing's Planetarium mailed free.

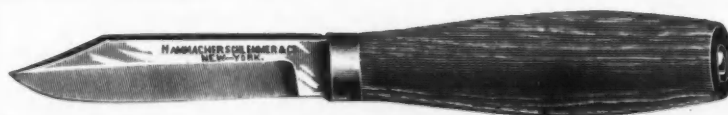
LAING PLANETARIUM CO.

Dept. E., Detroit, Mich.

rect time and accurate class signals in all rooms.

DeBois, Pa. A Smith-Premier typewriter has been purchased for use in the high school.

Great Falls, Mont. The Northwestern School Furniture Company was awarded the contract for furnishing 488 school desks. The bidders were: A. P. Curtin & Co., Great Falls; G. W. Walters, Helena; Standard School Furniture Company, Chicago, by Brown & Collins, Great Falls; Seattle School Furniture Company, Seattle; Caxton Company, Chicago, by W. H. Gray, Great Falls; Northwestern School Furniture Company, Buffalo; A. Flanagan & Co., by S. E. Wade, Helena; R. O. Evans & Co., Green Bay, Wis.; J. M. Olcott & Co., Chicago; Haney School Furniture Company, Grand Rapids, Mich.; Butte Furniture Company, Butte, by Vance & Catlin, Great Falls.



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LONG TANG and
PERFECT SHAPE

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Special prices to schools. Send for circulars. Mention this journal.

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New York City since 1848.

Hackensack, N. J. An order for fifty desks placed with the Grand Rapids School Furniture Works.

Hudson, Wis. A purchase of supplies made from the Central School Supply House.

J. M. Olcott & Company was awarded a large order for general school supplies by the board of Iliou, N. Y.

Hartford, Conn. The board of education has ordered from Fred Frick Clock Co., Waynesboro, Pa., thirty-five Secondary Clocks to be added to the system furnished South Side School about a year since by this firm.

Marion, Ill. The board awarded contract to the Standard School Furnishing Company, of Chicago, to furnish complete the new school building with the Olmsted artificial stone blackboard, as well as teachers' desks and other apparatus.

Milwaukee, Wis. Contracts awarded for Diagraph lead pencils, Esterbrook vertical pens, Banker's inkstands, Eagle school drawing pencils, Esterbrook's Falcon pens No. 048, Eagle vertical pens No. 8, Hartmuth's Kohimore lead pencils, and Eagle No. 787 colored pencils.

Camden, N. J. A supply of furniture ordered from the New Jersey Church and School Furniture Company.

St. Joseph, Mo. The Caxton Company, Chicago, secured the contract for furnishing desks for the new school rooms.

Cleveland, O. The board has adopted the Antiseptic slates, manufactured by the Holly Silicate Slate Company, New York City.

The American Bell Foundry, Northville, Mich., sold several large school bells during the past month.

The American Flag Mfg. Company, Easton, Pa., manufactures United States flags, guaranteeing them as to durability of color, strength of material and workmanship. They are desirable for public schools.

L. A. Murray & Company, Kilbourn City, Wis., reports the sale of large quantities of various kinds of school supplies to boards of education in cities of Wisconsin, Iowa and Minnesota.

Bunde & Upmeyer, jewelers, Milwaukee, Wis., make a specialty of unique class pins in silver or gold, enameled in one, two or three colors. They also make the finest monograms and crests for writing paper at the most reasonable prices.

Waynesboro, Pa. The H. G. Philips School Supply house, Williamsport, Pa., received the contract for supplying the school with slate pencils, erasers, practice paper, colored pencils and penholders.

Board of education, Vandergrift, Pa., has placed entire order for general school supplies with J. M. Olcott & Co.

The A. H. Andrews Company, Chicago, carries a full line of general school supplies.

The Haney School Furniture Company, Grand Rapids, Mich., claims for its desks perfection in design, construction and finish.

The Union School Furnishing Company, Chicago, solicits correspondence with school authorities in need of school supplies.

The McConnell School Supply Company, of Philadelphia, Pa., manufactures maps and charts. Special prices are made to schools.

Pontiac, Ill. General school supplies bought from the Central School Supply House, Standard School Furnishing Company and Burlington Venetian Blind Company.

The Columbia School Supply Co., of Indianapolis, has supplied the following schools with their complete Cabinets of Physical Apparatus during the month of August: Flagstaff, Ariz.; Northern State Normal; New Milford, Conn.; Winamac, Ind.; Polo, Ill.; Anaconda, Mont.; Uhrichsville, Ohio; Corsicana, Academy of Our Lady of Sacred Heart, Sherman, St. Joseph's Academy, Waco, Academy of the Sacred Heart, Texas; Auburn, Elmira, Academy of Our Lady of Angels, Lockport, St. Joseph's Academy, Manlius, Mayville, Warners, Wolcott, N. Y.; Freeland, Mining and Mechanical Institute, Susquehanna, Pa.; Audobon, Lenox, Ia.

Springfield, Mass. An order for desks placed with the Grand Rapids School Furniture Works.

Drinking Fountains for Schools.

The drinking cup problem in the schools, which has been agitated in many sections of the country during the last few years has been solved. While school boards were wrestling with the question of individual cups or sanitary cups and the various schemes which have been suggested, the inventor quickly set to work and found the solution.

Established 1865.

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Formators.

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Plaster Cast Studies

For Drawing and Modeling; Reproductions from Antique, Mediaeval and Modern Sculpture, etc., for

School Room Decoration.

These Art Productions have never failed to receive the highest award when placed in competition with other makes.

Illustrated Catalogue.

The result has been the production of a drinking fountain, which flows only when in use and at the same time is self cleaning. It is not only sanitary, in that it permits no disease germs to lodge, but it is also economical and simple, as well as eminently practical.

The fountain or nozzle is egg shaped, with the opening on the top. A slight pressure of a ring, which surrounds the nozzle, starts the water, which bubbles up like a natural spring. When the pressure upon the ring ceases, the valve closes. By means of a detachable key, the outflow from the nozzle may be regulated, according to the strength and volume of the supply. Mischievous boys cannot squirt water by pressing their finger over the jet.

The "Crystal Stream" Drinking Fountain, for such is the name most appropriately given to this ingenious device, is provided with imperial solid porcelain bowls or receptions for waste water. These are of substantial thickness and tend to give the fountain a neat and cleanly appearance.

We know of nothing that meets so completely the problem of providing children in schools with proper water drinking facilities as do these drinking fountains. They obviate the nuisance which usually attends an ordinary faucet, as well as the dangers which attend the drinking cup. We have seen the fountains in use and testify to their practicability and economy.

Upon inquiry we are informed that they are manufactured by the J. L. Mott Iron Works, 84-90 Beekman Street, New York City.



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List of POPULAR SCHOOL AND COLLEGE Text Books



ABBREVIATIONS.

American Book Co.	Cincinnati, New York, Chicago.
Appleton	New York, Boston, Chicago.
Barnes	St. Louis, Mo.
Bowen-Merrill Co.	Indianapolis.
Butler, Sheldon & Co.	Philadelphia, New York, Chicago.
Central School Supply House	Chicago, New York.
Flanagan	Chicago.
Ginn	Boston, New York, Chicago.
Heath	Boston, New York, Chicago.
Houghton	Boston, New York, Chicago.
Irish	Chicago.
Johnson	Richmond, Va.
Krone	New York.
Lain	Dept. E., Detroit, Mich.
Lippincott	Philadelphia.
Longmans	New York.
Maynard	New York, Chicago.
Merrill	Springfield, Mass.
Morse	New York, Chicago.
Macmillan	New York, Chicago.
McNally	Chicago.
Myers	Harrisburg, Pa.
Pitman	New York.
Powers	Chicago, New York.
Prang	Boston, New York, Chicago.
Sadler	Baltimore.
Sanborn	Boston, Chicago.
Scott	Chicago, New York.
Scribner	New York, Boston, Chicago.
Silver	Boston, New York, Chicago.
Sower	Philadelphia.
Thompson	Boston, Chicago.
University	New York, New Orleans.
Werner	Chicago.
Woodward	Chicago, New York, Boston.
Woodward & Tiernan Ptg. Co.	St. Louis, Mo.

ALGEBRA.

Milne Series	American
White's School	"
Downey's Higher	"
Slought's Elements	Appleton
" Principles	"
Hull's	Butler
Sheldon Series	"
Olney's Series	"
Wentworth Series	Ginn
Beman & Smith	"
Wells Series	Heath
Bowser's Series	"
McQuay's Drill Books	"
Freeland's	Longmans
Hall & Knight's	Macmillan
Thompson's New	Maynard
Durrell & Robbins Series	Myers
Collins's	Scott
First Book	Silver
Lilly's Series	"
Brooks's	Sower
Beginners	Thompson
Bradbury Series	"
Fairbanks & Hedden	"
Sanford's Ele	University
Nicholson's Ele	"
Venable Series	Werner
Gilman's Gram. Sch.	"

ARITHMETICS.

Milne Series	American
Ballou Series	"
Ballou-Wiemer Series	"
Baird's	"
Hornbrook's	"
White's	"
Springer's Commercial	Appleton
New Franklin Series	Butler
Sheldon's Series	"
Stoddard's New Int.	"
Hull's	"
New American	"
New Higher	Flanagan
" Practical	"
Wentworth Series	Ginn
Speer's	"
Beman & Smith	"
Prince's	"
Walsh's Series	Heath
Eaton's	"
Atwood's Series	"
Sutton & Kimbrough's	"
White's Series	"
Colburn's	Houghton
Colav & Elwood's	Johnson
Carr's	"
Lippincott's	Lippincott
McLellan & Ames' Series	"
Thompson's 1st Lec.	Macmillan
Thompson's Complete	Maynard
Carroll's Series	Morse
Durrell & Robbins Series	Myers
Practical Mensuration	"
Peal Mental	"
New Business	Powers
Practical	"
Counting House Arithmetic	"
Commercial Arithmetic, Col-	Sadler
lege Ed	"
Commercial Arithmetic	"
School Ed	"
Essentials of Arithmetic	"
Swift and Reliable Short-	"
hand	"
Richardson's Commercial	"
Law	"
Selffield's Ele	Scott
Brooks's Rational	"
Selffield's	"
Normal Course	Silver
Pierce's Series	"
New Complete	"
Brooks Series	Sower
Nichol's Graded Les.	Thompson
Cogswell, Lessons	"
Bradbury's Eaton's	"

Nicholson's Series	University
Sanford's Series	"
Venable's Series	Werner
Hall's	"
Werner's	"
Hall's Arith Primer	"
Woodward Series	Woodward

ART.

Riverside Series	Houghton
Van Dyke's Painting	Longmans
Hamil's Architecture	"
Marquand & Frothing-	"
ham's Sculpture	"
Abbott-Gaskill's Outlines	Silver

ASTRONOMY.

Todd's New	American
Bowen's	"
Steele's	"
Newcomb's	"
Comstock's	Appleton
Young's	Ginn
Sharpless & Phillips	Lippincott
Ball's Elements	Macmillan
Howe's Elements	Silver
Peck's Constellations	"

BIOLOGY.

Dodge's	American
Boyer's	Heath
Parker's	Macmillan
Bidgood's	Longmans

BOOKKEEPING.

Bryant & Stratton's	American
Eclectic	"
Palmer's	Butler
Mayhew's	"
Gay's	Ginn
Shaw's Ele	Heath
Seavy's Practical	"
Montgomery's Mod	Merrill
Powers' Single Entry	Powers
" First Less	"
Complete Accountant	"
Office Methods	"
Comm. Industrial	Sadler
Inductive Set	"
Hall's Art of Accounts	Silver
Mayhew's Series	"
Lyte's Book	Sower
Meservey's	Thompson
American Accountant	University
Werner	Werner

BUSINESS FORMS.

Eaton's Series	American
Ward's Series	"
Merrill's	Merrill
Twenty Lessons in	Powers
Powers'	"

BOTANY.

Aggar's Analysis	American
Coulter's	Appleton
Boyer's Tablets	Central
Bergen's	Ginn
Gray's	"
Wood's	"
Spalding's	Heath
Bailey's	Macmillan
Bailey's Lessons	"
Bigelow's Plan. Analysis	Western

CHEMISTRY.

Cooley's Text Book	American
Storer & Lindsay's	"
Keiser's Lab	"
Stoddard's Analysis	"
Irish's Analysis	"
Young's	Appleton
Cogswell, Lessons	Butler
Bradbury's Eaton's	Central

Williams'	Ginn
Shepard's Course	Heath
" Inorganic	"
" Inorganic	"
" Note Book	"
Remsen's Organic	"
Newell's	"
Newell's Experimental	"
Baskerville's	Johnson
Greene's Lessons	Lippincott
Wurtz's Elements	"
Newth's Inorganic	Longmans
Thorpe's Quan. Anal.	"
" Ele. Inorganic	"
" Chem. Analysis	"
" Chem. Lect. Exp.	"
Thorpe & Muir Q. A.	"
Roscoe & Lunt's	Macmillan
Richardson's	"
Noyes's Qualitative	"
Talbot's Quantitative	"
Avery's	"
Peter's	Maynard
Ekeley's Elementary Ex-	"
perimental	Silver
Sprague's Shakespeare	"
Appleton's Series	"

CIVICS.

Forman's	American
McClure's	"
Andrews' Manual	"
Jones & Sanford's Gov't	"
In State and Nation	Scribner
Practical Civics	Flanagan
Seelye's	Ginn
Dole's Am. Citizen	Heath
" The Young Cit.	"
Wilson's The State	"
Judson's Young Am.	Maynard
Martin's Hints	Silver

CIVIL GOVERNMENT.

Peterman's	American
Willoughby's Am. Cit.	"
Moses	Appleton
Donnan's Our Gov't	Bowen
Macy's	Ginn
Davis'	"
Flickinger's	Heath
John Pike's	Houghton
Schwinn & Stevenson's	"
Bloch's Ark	Johnson
Curry's Confed. States	"
Young's	Maynard
Mowry's Elements	Silver
Mowry's Studies	"
Pinger's Lowry's	University
Hinsdale's Am. Gov.	Werner

COMMERCIAL LAW.

Spencer's Elements	Bowen
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COMMERCIAL HISTORY.

Marchant's Com'l Hist.	Pitman
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COMPOSITION AND RHETORIC.

Buehler's	American
Haven's	"
Hill's	"
Swinton's School	"
Butler's School Eng.	"
Quackenbos' Pract	"
Waddy's	"
New Franklin Series	Butler
Sheldon's Series	"
Hill's Elements (D. J.)	"
Hill's Science (D. J.)	"
Peterson's First	"
Steps in	Flanagan
Gennung's Series	Ginn
Calvin's Intro	"
Williams' Practical	Heath
Strang's Ex. in Eng.	"
Pearson's Comp	"
Spalding's Ele. Comp	"
Lewis' Intro. Rhetoric	"

Webster's English Comp. and Literature	Houghton
Longmans'	Longmans
Baldwin's	"
Collard's Beginners	Maynard
Le Row's Practical	"
Kellogg's Book on	"
Carpenter's H. Sch. First and Second H. Sch. Course	Macmillan
Carpenter's Advance	"
Lewis' Writing Eng.	"
Lewis' Manuals (2)	"
Irish's Orthog. & Or-	"
A thesop	Irish
A Modern	Sanborn
Herrick & Damon	Scott
Welsh's Composition	Silver
Copeland & Rideout's	"
Freshman English	"
New Normal	Werner
Columbian	"

COPY BOOKS.

(See Penmanship.)

DICTIONARIES.

Webster School	American
Harper's Latin	"
Lewis' Latin	"
Harper's Classical	"
Liddell & Scott's Greek	Ginn
Worcester	Lippincott
Blackley & Friedlander's	"
Ger. Eng.	Longmans
Longman's Pocket	"
Contanseau's Fr. Eng	"
" Pocket, Fr. Eng	"
Webster's International	Merrill
" Collegiate	"
Browne & Haldeman	University
Clarendon	"

DRAWING.

Eclectic Series	American
Tracy's	"
National Course	Ginn
Thompson's Aesthetic Ser.	Heath
" Mechanical Ser	"
Thompson's N. Short Course	"
Anthony's Mechanical	Heath
" Machine	"
" Essentials of	"
Gearing	"
Daniels' Lettering	"
Bartholomew's Free	"
Natural Drawing Ser.	"
Paragon	Krone
Krone's Industrial	"
" Map Drawing	"
" Sheets	"
Morris' Teaching of	Longmans
" Geometrical	"
Wilson's Geometrical	"
Halle's Prac. Draw	Maynard
Numbers	"
Elementary Course in Art	Potter
Instruction	Prang
Primary 1st Year (Manual)	"
Primary 2d Year (Manual)	"
Drawing Books (1-12) or (1-6)	"
Manuals for Books (6)	"
Course for Graded	"
Paper Folding and Cutting	"
Ball	"
Schools	Prang
Drawing Books (1-6)	"
Manual (1)	"
Course for Ungraded	"
Schools	"
Drawing Book (1)	"
Manual (1)	"
A Course in Water Color	"
Mechanical Drawing	"
Rouillon	"
How to Enjoy Pictures	"
Emery	"
Egypt, Perry	"
Penell Sketches, Bar-	"
tholomew	"
Parts I-III	"
Supplements A-B	"
Landscape Drawing, Bar-	"
tholomew	"
Sets 1-3	"
Water Colors	"
Pictures (Walls)	"
Normal Course	"
Pictures (Class Study)	"
Hand	University
Eclectic Industrial	"

ECONOMICS.

Hull's Practical	Appleton
Guntion	"
Kir's Outlines	Macmillan
Andrews' Institutes	Silver
Bullock's Introduction	"

ELOCUTION.

Kidd's	American
Murdock's	"
Southwick's	"
Bailey's Elocution	"
Reading	Butler
Fulton's	Ginn
Holyoak's	"
Trimble's New	"
Hyde's School Speaker	"
Smith's Reading and	"
Speaking	Heath
Burrell's Clear Speaking	"
and Good Reading	Longmans

ENGLISH LITERATURE

Alden's Studies	American
Brook's English	"
Blaisdell's	"
Brooke's English	"
Hallock's English	"
Irish's Lit. Gem-Book	"
Treasured Thoughts	"
Matthew's American	"
McNeill & Lynch's	"
Watkin's American	"
Eclectic Classics	"
Rolfe's Classics	"
Twentieth Century Series	"

Choice Readings	Butler
Bel. from Am. Auth.	"
Sheldon's Readers	"
Shaw's Series	"
" New History of	"
Eng. and Am. Lit.	"
The Great Writers	"
Tyler's Manual of	"
Shaw-Buckus Outl	"
Athenaeum Press Series	Ginn
Gayley's	"
Hudson's Shakespeare	"
Minto's	"
Lewis' Beginnings	"
Heath's Classics	Heath
Melkolejohn's His. of	"
Corson's Browning	"
" Shakespeare	"
Arden Shakespeare	"
Hawthorne & Lemmon's	"
Am. Lit.	"
Heart of Oak Books	"
Bronson's American	"
Longman's Eng. Classics	"
Richardson's Amer.	Houghton
Masterpieces Brit. Lit.	"
Riverside Series	"
Masterpieces Am. Lit.	"
Modern Classics	"
American Poems	"
Longman's Eng. Lit.	"
Arnold's Manual of	"
College Requirements	"
Irish's Am. & British	"
Authors	Irish

Riverside School Library	"
Brooke's	Longmans
Bates' Am. Lit.	Macmillan
Carpenter's Am. Prose	"
George's Chaucer to	"
Arnold	"
Brooke-Carpenter	"
Lights to	McNally
Maynard's Series	Maynard
Kellogg on	"
Chittenden's Ele	Scott
Lloyd's Little Folks	"
Lake's Eng. Classics	"
Bass' Shakespeare	Scribner
Chaucer	"
Labban's Essays	"
A Study of Eng. Prose	"
Silver Series of Classics	Silver
Pattee's American Liter-	"
ature	"
Pattee's Reading Courses	"
Pattee's Foundations	"
Westlake's	Sower
Golden Rod Books	University
Standard Lit. Series	"
Johnston & Brown's	"
Lakeside Literature Series	Western

FRENCH.

Sym's	American
Mussarelli's	"
Bacon's	"
Worman's	"
Twentieth Century Series	"
Int. Modern	Ginn
Aldrich & Foster's	"
Foundation	"
Dufour's Grammar	Heath
Grandgent's Gram.	"
Grandgent's Comp.	"
Super's Reader	"
Heath's Series	"
French Dictionaries	"
Fraser & Squair's Gram.	"
Fontaine's Livre	"
Grammar	Longmans
Illa. Second Reader and	"
Grammar	"
Illa. First Conversational	"
Reader	"
Longman's Gram	"
" Composition	"
Episodes from Modern	"
Authors	"
Magnat's Course	Macmillan
Kron's	"
Le Row's Prac. Read.	Maynard
Keeteles' Gram. & Read.	"
Maynard's Texts	"
Elementary French	"
La France	"
Anecdotes Nouvelles	"
Colloquial Conver	Pitman
Pitman's	"
Illa. First Reader and	"
De Borde's Ele	Scott
Donay's Reader	Silver
Duffet's Method	Sower

GEOGRAPHY.

Natural Elementary	American
" Advances	"
Harper's (2)	"
Barnes' (2)	"
Swinton's (3)	"
Eclectic (3)	"
Appleton's	Appleton
Butler's Series	Butler
Warren's	"
Mitchell's	"

Morton's Ele.	Butler
Morton's Advanced	"
Frye's	Ginn
Hennings, Va	Johnson
Longman's	Longmans
Chisholm's	"
Tarr & McMurray's (3)	"
Carroll's Series	Macmillan
Pitman's Commercial	Pitman
Inductive Geography	Potter
Redway's G. of N. Y.	"
Maur's	University
Werner	Werner
Tarballs	Werner

Hinman's (Physical)	American
Monteth's	"
Guyot's	"
Redway's Elementary	Scribner
Davis'	Ginn
Dodge's Reader	Longmans
Tarr's	Macmillan
(Commercial)	"
Adams'	Appleton
Butler's	Butler
Warner's	"
Dana's	"
McFarland's	Sadler

MATHEMATICAL.	
Facts in Mathematical	"
Geog.	Lain
Supplements to above	"
GEOLOGY.	
Le Contes	American
Davis'	"
Brigham's	Appleton
Shaler's First B. in	Heath
Tarr's Elements	Macmillan
Scott's Introduction	"
Geographical Portfol.	Scribner
Hand Book-Frac	"
Gove's	"
Hellipin's Earth	Silver

GEOLOGY.	
Le Contes	American
Davis'	"
Brigham	Appleton
Shaler's First M. in	Heat
Tarr's Elements	Macmillan
Scott's Introduction	"
Geographical Portfolio	Scribner
Hand Book—Frac	"
Gove's	"
Hellpr'n's Earth	Silver
GEOMETRY AND TRIG.	

School Board Journal

GERMAN—Continued.

Mueller's Series.....Silver
Silver Modern Language " Series
Knobloch's Ger. Simp. University
Hamilton's Primer.....Western
Martin's Series.....Werner

GRAMMAR.

(See Language and Grammar.)

GREEK.

Forman's.....American
Gleason & Atherton's....."
Harper & Castle's....."
Twentieth Century Series
.....Appleton
Pearson's.....Ginn
Goodwin's Grammar.....Ginn
White's First....."
White's Beginners....."
Bryant's Illad....."
Bryant's Odyssey....."
Bryant's Iliad....."
Perrin & Seymour's....."
Odyssey....."
Collar & Daniels' Beginners
.....Companion
School Classic Series....."
College Series—Authors....."
Bryant's Illad.....Houghton
Bryant's Odyssey....."
Palmer's Odyssey....."
Bible's Prose Comp.....Longmans
Arnold's Prose Comp.....Scott
Jones' Prose Comp.....Scott

HISTORIES.

Eggleston's.....American
McMaster's U. S....."
Barnes' (2)....."
Eclectic (2)....."
Swinton's....."
Munro's Mid. Ages.....Appleton
Whitcomb's Europe....."
Huling's English....."
McLaughlin's Amer....."
Scudder's U. S.....Butler
New Era Series.....Eaton
Myer's Series.....Ginn
Emerson's M. Ages....."
Montgomery's U. S....."
" English....."
" French....."
Thomas' U. S.....Heath
Sheldon's U. S....."
" General....."
" Grk. and Rom....."
Homan's Elem. U. S....."
Thomas' Elementary....."
John Fiske's U. S.....Houghton
Larned's English....."
Riverside Bldg. Series....."
Piaets's Epitome of....."
Lee's U. S.....Johnson
Shinn's Ark....."
Riley's Miss....."
Maury's Va....."
N. C. Stories....."
Texas Stories....."
Tennessee Stories....."
Morris Series (3).....Lippincott
Oman's Greece.....Longmans
How & Leigh's Rome....."
Higginson's U. S....."
Gardner's Stud. Eng....."
Barnes's England....."
Robinson's Rome....."
Higginson & Channing's
England....."
Channing's U. S.....Macmillan
Shuckburg's Rome....."
Botsford's Greece....."
Robinson's Greece....."
Adams' European....."
Channing's Student....."
" Gram. School....."
Coman & Kendall's Eng....."
Anderson's U. S.....Maynard
" England....."
" France....."
Leighton's Rome....."
Dutton's Series.....Morse
Smith's Manual U. S.....Potter
Andrews' U. S.....Scribner
Adams'....."
Burgess'....."
Gordy's U. S....."
Johnston's U. S....."
Oxford Man. of Eng....."
Thatcher & Schwill's....."
Mowry's First Steps.....Silver
Mowry's U. S. History....."
Andrews' Institutes....."
Stone's England.....Thompson
Hansell's School.....University
" Higher....."
Jones' U. S....."
Evans' Georgia....."
Brown's Alabama....."
L. & M. Mississippi.....Werner
Burton's Our Country....."

Thomas' Words of Lincoln
.....Western

LANGUAGE AND GRAMMAR.

Harvey's.....American
Long's....."
Maxwell Series....."
Lyte's....."
Metcalf & Bright's.....American
Metcalf's....."
Powell & Connolly's....."
Irish's Orthog. & Orthoepey
.....Irish
Irish's Gram. & Anal. by
Diagram....."
Sheldon's Prim. Lan-
guage Lessons.....Butler
Patterson's Ele. of Gram.
& Comp....."
Sheldon's Advanced....."
Powell's How to Talk....."
" How to Write....."
" How to See....."
Practical Studies in.....Flanagan
Whitney & Lockwood.....Ginn
Tarbell's Lessons....."
Knox-Heath's Ele....."
Lockwood's Lessons....."
Arnold & Kittredge....."
Hyde's Eng. Lessons.....Heath
" Eng. Gram....."
Melkilejohn's Eng. Gr....."
Allen's School Gram....."
Lewis' Rhetoric....."
Allen's Sch. Gram....."
Pendleton's Analysis.....Johnson
Patrick's Lang. Less.....Lippincott
" Gram. Less....."
Longman's.....Longmans
Carpenter's Gram.....Macmillan
Davenport & Emerson's
Grammar....."
Intro. Lang. Work.....Maynard
Reed & Kellogg's....."
Reed's Introductory....."
Kellogg & Reed's Word
Building....."
Essentials of Eng. Gram.....Potter
Supplementary Lessons
in English....."
Atwood's Language
Tablets....."
Analysis and Parsing....."
Spalding & Moore's Lan-
guage Speller.....Richardson
Bartlett's Series.....Silver
Milne's Grammar....."
Welsh's.....Sower
Dunton & Kelley's.....Thompson
DeGarmo Lang. Ser.....Werner
Brown & De Garmo's Gram.
McHenry's.....Western
Woodward Series.....Woodward

LATIN.

Harkness' Series.....American
Coy's Latin Lessons....."
Dodge & Tuttle's Comp....."
Hamer's Easy Steps....."
Lane's Grammar....."
Mooney's Grammar....."
Smiley & Storke's Beg....."
Harper & Gallup's Cicero
Harper & Miller's Virgil
Harper & Tolman's Caesar
Twentieth Century Series
.....Appleton
McCabe Series.....Butler
Bingham Series....."
Crane's Aeneid Trans....."
Allen & Greenough.....Ginn
Collar's Series....."
Moulton's Composition....."
College Series of....."
Greenough, D'Oge & Daniels'
Second Year.....Houghton
Ritchie's First Steps.....Longmans
" Latin Prose Comp....."
" Easy Continuous
Latin Prose....."
Morris' Ele. Latins....."
Ils. First Reader and
Grammar.....Longmans
St. Clair's Caesar....."
Students' Series.....Sanborn
Classics (33 books)....."
Intercollegiate Series.....Scott
Bellum Helveticum....."
Jones' Lessons....."
" Prose....."
Riggs' in Latinum....."
Gildersleeve-Lodge Series
.....University

LITERATURE.

(See English Literature.)

LOGIC.

Davis'.....American
Schuyler's Prin. of....."
Ballantine's Inductive.....Ginn
Lafleur's Ill. of....."
Mills' System.....Longmans
Oreighton's.....Macmillan
Jevon's....."

MANUAL TRAINING.

Compton's.....American
Ham's....."
Hoffman's....."
Kirkwood's Sewing.....Ginn
Goss' Bench Work....."
Hagood's Needle Work....."
Banner's Sewing.....Longmans
Hewitt's, 3 Vols....."
Unwin's Clay Modelling....."
Hiawatha Primer.....Houghton
Riverside Lit. Series....."
Longman's "Ship" Lit.
.....Longmans
Longman's Supplement....."
Fairly....."
Longman's Infant Fairy....."
"Ship" Historical....."
Longman's Chatty....."
Blaisdell's.....Macmillan
Graded Literature.....Maynard
Deane's Phonetic.....Morse
New Century Series....."
New Script Primer.....Potter
Vertical Script Primer....."
New Phonetic Primer....."
Stories of Starland....."
Salomon's Sloyd.....Silver
Brumbaugh's.....Sower
Davis'.....University
Holmes'....."
Lippincott's....."
Woodward Series.....Woodward

MENTAL SCIENCE.

Bain's Mental.....American
Hewitt's Psychology....."
Schuyler's Psychology....."
Bowne's....."
Dewey's Psychology....."
Hallack's Psychology....."
Hewitt's Psychology....."
Putnam's Psychology....."
Buell's Essence of.....Ginn
Sanford's Psych.....Heath
Compayre's Psych....."
Herbert's Psychology....."
Dexter & Garlick's
Psychology.....Longmans
Fitcher's Psych.....Macmillan
Baker's Ele. Psych.....Maynard
Robertson's Ele. of.....Scribner
Minto's Logic....."
Mulhead Eth. Ele. of....."
Hyslop's Ele. of Eth.....Silver
Davis' Elements of Psy-
chology....."

MUSIC.

Natural Series.....American
Model Series....."
Gantyoort's Series....."
Matthew's Songs.....Butler
Siefert's Choice Songs....."
Educational Series.....Ginn
Mason's Course....."
National Course....."
Whiting's Series.....Heath
Hart's Class. Reader....."
Emerson's Hymnal....."
Riverside Song Book.....Houghton
Russell's Vocal Culture....."
Bertenshaw's Meth.....Longmans
Brewer & Reddall.....Maynard
American System.....Richardson
Stevenson Song Book.....Scribner
Field-DeKoven S. Book....."
Modern Series.....Silver
Study....."
Ocellian Series....."
Silver Song Series....."
Green's.....Werner

NATURAL SCIENCE.

Treat's Home Studies.....American
Treat's Home Studies....."
Cooper's Animal Life....."
Herrick's Plant Life....."
Bailey's Physics.....Heath
Guides for Teaching....."
Rick's Natural His....."

Rice's Teaching.....Heath
Spear's Leaves and
Flowers....."
Scott's Nature Study....."
Miller's Birds.....Houghton
Burrough's Squirrels....."
Eckstorm's Woodpeckers....."
Story of the Ages.....Johnson
Some Birds and Their Ways....."
Lessons in Bird Life....."
Beddard's Zoology.....Longmans
Nature's Byways.....Morse
Engell's Outlines in Nature
Normal Course.....Silver
Norcross's Springtime....."
Flowers....."
Griffin's Philosophy.....Sower

ORATORY.

Smith's Reading and
Speaking.....Heath
Webster's Bunker
Hill.....Longmans
Briefs for Debate....."
Follett's Speaker....."
Espenshade's Forensic
Declamation.....Silver

PEDAGOGICS.

Hewitt's.....American
White Ele. of....."
Roark's....."
Hallmann's....."
" Sch. Management....."
Compayre's His. of.....Heath
Heath's Pedagogical Lib
Hall's How to Teach
History....."
Barnett's Teaching and
Organization.....Longmans
Garlick's Manual of
Methods....."
Beale's Work & Play....."
Salmon's Art of Teach....."
Barnett Common Ser. in
Am. Teacher Series....."
Landon's Class Management
.....Macmillan
Herbert's.....Scribner
Butler's....."
Arnold's Waymarks.....Silver
Smith's Systematic
Methodology....."
Morgan's Studies....."
Putnam's Manual....."

PENMANSHIP.

Barnes' Vertical.....American
Spencerian Series....."
Curtis' Semi-Vertical....."
American Vertical....."
Sheldon's Vertical.....Butler
Butler's Copy Books....."
Roubenush Writing.....Central
Shaylor's Vertical.....Ginn
Ginn's Slant....."
Natural System of Ver-
tical.....Heath
Newland & Rowe's Ver.
Smithdeal's Slant.....Johnson
Johnson's Vertical....."
Williams & Tilford Bus.
System....."
Paragon.....Krone
Longman's New Copy
Books.....Longmans
Merrill's Vertical.....Maynard
Merrill's Modern....."
Intermedial System.....Morse
Economic System of
Penmanship, 6 Nos.....Potter
Potter & Putnam's Sys-
tem of Vertical Writ-
ing, 10 Nos....."
Man. Business Writ.....Powers
Smith's Intermedial.....Richardson
Standard Vertical.....Sower
Popular Slant.....Silver
Normal System.....Silver
Duntonian.....Thompson
University Series.....University
Simplified Penmanship....."
Rational System Vert.....Werner

PHYSICS.

Harrington's.....American
Hoadley's....."
Rowland & Ames....."
Ames & Bliss....."
Cooley's Series....."
Henderson & Woodhull.....Appleton
Avery's.....Butler
Gage's Series.....Ginn
Wentworth & Hill's....."
Stone's....."
Dolbear's....."
Hastings & Beach's....."
Chute's Lab. Man.....Heath
" Physics....."

Whiting's Physical

Measurement.....Heath
Bailey's Ele. Physics....."
Sharpless & Phillips.....Lippincott
Hopkins' Prep.....Longmans
Watson's Practical....."
Wright's....."
Glasebrook & Shaw's
Practical....."
Watson's Advanced....."
Balfour-Stewart's.....Macmillan
Crew's Elements....."
Nichols'.....Maynard
Shaw's Experiments.....Morse
Smith's Elementary.....Sanborn
Britton's.....Scribner
Grant's....."
Dana's....."
Miller's....."
Storer's....."
Thompson's.....Silver
Mead's Elements.....Thompson
Grifford's Elements.....Thompson
Adams' Lab. Man.....Werner

PHYSICAL CULTURE.

Morris' System.....American
Stoneroad's.....Heath
Fray's Motion Songs....."
Bancroft's Gymn....."
Johnson's.....Johnson
Anderson's.....Maynard
The Ling System.....Silver

PHYSIOLOGY AND HYGIENE.

Overton's Series.....American
Pathfinder Series....."
New Century Series....."
Union Series.....Butler
The Teacher's Manual.....Central
Blaisdell's Series.....Ginn
Celtan's.....Heath
" Briefer.....Heath
Cutter's Series.....Lippincott
Barnett's Making of the
Body.....Longmans
Ferneaux's Phys....."
Thornton's Phys....."
Moore's Phys....."
Foster & Shore.....Macmillan
Huxley & Rees....."
Devine's....."
Riley's Outlines....."
Hutchison's Series.....Maynard
Standard School.....Morse
Stowell's Health Series.....Silver
Gilford's Elementary.....Thompson
Dunlop's.....Werner
Baldwin's Physiology....."

POLITICAL ECONOMY.

Laughlin's.....American
Gregory's....."
Wayland's.....Butler
Chapin's....."
Wayland's Elements....."
Thompson's.....Ginn
Gide's.....Heath
Davenport's.....Macmillan
Macvane's.....Maynard
Perry's Prio.....Scribner
Woolsey's....."
Bullock's Economics.....Silver
Thurston's.....Scott
Moservey's.....Thompson

READERS.

Baldwin's.....American
Harper Series....."
Swinton Series....."
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McGuffey Series....."
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Columbian....."
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Mason's Manual....."
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High Sch.....A. J. Barnes
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sons....."
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ers....."
Barnes' Manual....."
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in Shorthand....."
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in Shorthand....."
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graphic Dictionary....."
Munson Phonography.....Powers
Pitman Phonography....."
Cross' Eclectic.....Scott

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Mantilla's Readers....."
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Twentieth Century Series
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Tarbell's Lessons....."
Fry's Geografia Ele....."
Grammar.....Pitman
Pitman's Pract. Spanish....."
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Loiseaux's Reader....."
Ford's Anthology....."
Knobloch's Span. Simp.
.....University
Edgren's Grammar.....Heath
Kistke's Reader....."
Fuller's Primer....."
Harris's Method....."

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Harrington's....."
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Manson's Blanks....."
Modern.....Butler
Worcester's....."
Monroe's....."
Hazen Grade.....Ginn
Jacobs' Practical....."
Jacobs & Piper's....."
Stickney's....."
Sever's.....Heath
Penniman's New Pract....."
Benson's....."
Branson.....Johnson
Blaisdell Speller.....Macmillan
Reed-Word Lessons.....Maynard
Morse Speller.....Morse
Gem Spelling Blanks.....Peckham
Classic Speller, 1 Nos.....Potter
Student's Speller....."
Speller....."
The Practical.....Powers
Spalding & Moore's.....Richardson
Normal Course.....Silver
Beitel's Word Build.....Sower
Student's.....Scott
Holmes' Elementary.....University
Spelling & Word Building....."
Hansell's Primary....."
Lippincott's....."
Columbian.....Werner
Buckwalter Series....."
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Woodward's.....Woodward

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Colton's.....Heath
Greene's.....Lippincott
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Teacher—Didn't you write this excuse for being late, yourself, Henry?

Henry—Yes'm; but father told me to write it for him.

Teacher—And he signed it?

Henry—Yes'm.

Teacher—But I didn't know your father's name was Henry.

Henry—Guess he must have forgot.

Teacher—I think it was you who forgot, Henry.

He Knew—Teacher (to class in geography)—And who knows what the people who live in Turkey are called? Class (unanimously)—Turks! Teacher—Right, now who can tell me what those living in Austria are called? Little Boy—Please, mum, I know. Ostriches!



Young Professor—If I were to designate the physiognomy of domestic science I would say it was—

His Wife—The aroma of fresh roast pork.

Schnelle Wahl.

Lehrerin: „Vor Allem, Kinder, laßt Euch nie zu etwas Bösem verführen: Wenn Euch also Jemand einladet, statt in die Schule, mit ihm in die Konditorei zu gehen, Ella, was würdest Du da wählen?“

Ella (schnell entschlossen): „Apfelfuchen mit Schlagfahne!“

Hard to Matriculate.

Mr. Peixoto, lodgekeeper at Girard College, prides himself on his intimate knowledge of the regulations of the institution. The other day a bright-looking young hoodlum of some 7 years of age, carrying a telescope bag and with a cigarette jauntily poised in his mouth, entered the lodge.

“Say, I want to come to this school,” said the visitor.

“You can't come here if you smoke that thing,” answered Peixoto.

“Well, I'll throw it away,” was the ready reply.

“Is your father living?” asked the lodgekeeper.

“'Course he is,” said the boy.

“We don't admit pupils whose fathers are not dead, only orphans.”

“Gee!” was the response. “Then to get in I've got to kill the old man. Dat's tough!”

A certain man of letters entertained at dinner a number of eminent contemporaries. Several of the courses had been served before it became obvious that Prof. Smythe and Prof. Browne, who were seated side by side, were apparently oblivious of each other's presence, while assiduously devoting themselves to the viands before them.

Prof. Smythe, being rather a sensitive man, presently became cognizant of the attention he was inviting on himself. Therefore, crushing his enmity for the time being, he turned to his adversary, and, in a most engaging manner, said:

“Browne, my head rings; can you account for it?”

For a moment Prof. Browne's brows contracted, while courtesy and animosity contended. Then he smiled indulgently, as he replied:

“Naturally. It is hollow.”

The silence became oppressive. Finally it was broken by Prof. Smythe, who asked:

“And does your head never ring, my friend?”

“Never,” came the response.

“Ah,” reflectively, “so I thought. It is cracked!”

And each philosopher applied himself, diligently, to the course before him.

Doesn't Practice It.

Teacher—Say “they aren't” or “they are not.” You must never say they ain't.

Tommy—Why not?

Teacher—Because it ain't proper, that's why.

Appropriate.

“I notice that somebody says that the pigskin has taken the place of the sheepskin for college diplomas.”

“That ought to suit the rooters.”

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A great Labor Saver: “Name the three greatest labor-saving agencies of the present time,” directed the teacher. “My mother,” replied the boy. “Your mother!” repeated the astonished teacher. “Why, what do you mean?” “Well, I guess you'd know what I mean,” said the boy defiantly, “if you could see the amount of work she saves up for me to do every night after school.”

“What is an anecdote, Johnny?” asked the teacher.

“A short, funny tale,” answered the little fellow.

“That's right,” said the teacher. “Now, Johnny, you may write a sentence on the blackboard containing the word.”

Johnny hesitated a moment, and then wrote this:

“A rabbit has four legs and one anecdote.”

Harry Sobenheimer, truant officer of the Twenty-first district, Chicago, made a call at the home of a pupil whose absense had extended over a week, and inquired of the lad's mother, a genial looking Irish woman, the cause.

“Why,” she said, “he's now past his thirteenth year, an' me and his father-r think he's after-r having schoolin' enough, sor.”

“Schooling enough?” repeated the officer. “Why, I did not finish my education until I was 23.”

“Be that so?” asked the mother, in amazement. Then, reassuringly, after a moment's thoughtful pause, “well, sor, yez see, that boy of ours has b-r-r-rains.”



Hard to Avoid.

The Parent.—If he would but apply himself to his books! But he will not take the trouble.

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SKETCH OF THE HISTORY AND GROWTH OF D. APPLETON
& COMPANY.

The removal of D. Appleton and Company from their present location at 72 Fifth avenue, New York, which occurs this month, to the new building on the corner of Thirty-ninth street (No. 436-438 Fifth avenue), marks another epoch in the interesting history of this well-known publishing house.

In 1825, Daniel Appleton, the founder of the house, began the importation of books, and placed his son, William H., in charge of that department of the business, which was then in Exchange Place, near the Battery. The business prospered and gradually outgrew its quarters. The first removal took D. Appleton and Company to Clinton Hall, in Beekman street, and was considered a great stroke of enterprise. By 1838 their business had expanded materially, and William H., then twenty-four years old, was admitted to partnership, and they removed to 200 Broadway.

About ten years later William H. formed a co-partnership with four of his brothers. The next removal was to the corner of Broadway and Leonard street, and the farther progress of the house was marked by subsequent removals until they reached their present location at Fifth avenue and Thirteenth street.

The last member of the second generation, William H. Appleton, died in 1899, and the business is now conducted by his sons and the sons of his brothers, John A. and Daniel S. Mr. Daniel S. is at present in charge of the London branch. Mr. Edward D. of that in Chicago, Mr. Charles A. of that in Boston, and Mr. Robert Appleton, in New York, is in charge of the Subscription Book Department, which in late years has assumed enormous proportions.

With the many important literary enterprises and the issuing of standard works of the world's eminent authors and writers this house has successfully undertaken during its long and active career the public is already familiar. We have space here to mention only some of the principal events in connection with its educational publishing that will perhaps be of more especial interest to our readers.

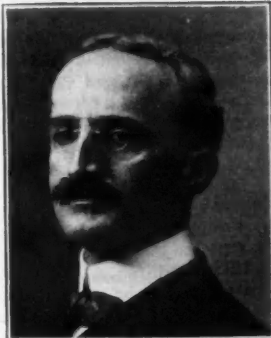
Previous to the year 1890, D. Appleton and Company were among the leading school book publishers of the country, with a large and varied list of text-books for school and college use. Appleton's Readers, Geographies and other books are still in extensive use in many parts



COLONEL DANIEL APPLETON,
Business Manager.

of the country. In the year mentioned, their educational stock and interests were sold to the American Book Company, with the exception of the International Education Series, edited by Dr. William T. Harris, United States Commissioner of Education, then numbering twelve volumes, and a few standard college text-books.

Five years ago, unhampered by any effete educational material or ideas, the house began the preparation of the now well known series of Twentieth Century Text-books, an undertaking that involved a great amount of labor and thought, as well as a heavy financial outlay. The series is designed for use in the secondary and higher schools and comprises over one hundred volumes. To carry out this important work, and assure pedagogic efficiency in both its general plan and in essential details, the house called to its aid as general editor of the series one of the most eminent and well known secondary school men in the country—Dr. A. F. Nightingale, for many years Superintendent of High Schools, Chicago, Ill. All manuscript and proofs of these books are carefully read and revised by him, and also in many cases by special experts as well as by co-editors in several departments. Between fifty and sixty volumes

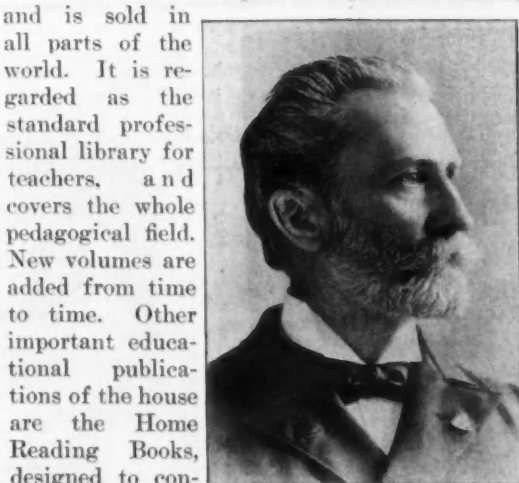


NATHAN D. CRAM,
Manager Educational
Department.

of the series are now ready, and the earlier ones have already attained such signal success that Appleton's Twentieth Century trade mark has come to be regarded as a guarantee of modern excellence and sterling merit in educational literature. In the writing and editing of this series over seventy-five well-known authors and teachers, distinguished in their

respective fields, were engaged, and nearly fifty of the leading colleges, universities and secondary schools of the country are represented.

The International Education Series before referred to now comprises fifty-four volumes, and is sold in all parts of the world. It is regarded as the standard professional library for teachers, and covers the whole pedagogical field. New volumes are added from time to time. Other important educational publications of the house are the Home Reading Books, designed to connect more closely the home with



MR. H. E. HAYES,
Editorial Department.

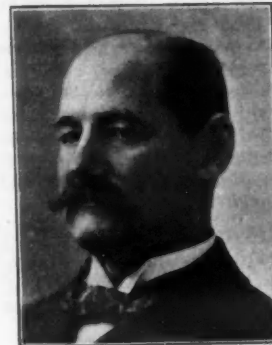
the school; also, special series for supplementary reading, standard dictionaries of the modern languages and other valuable works of reference.

The prosperity and rapid expansion of the educational business of the house is due in a large degree to the efficient executive management of Mr. Nathan D. Cram, now manager of the Educational Department. Mr. Cram is a graduate of Dartmouth college, and is not only a well-known and successful school book man,



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but an experienced educator, having been assistant superintendent of schools in Washington, D. C., for a number of years. He succeeded in his present position two years ago, Mr. H. E. Hayes, who was transferred to the Editorial Department to take



ED. D. APPLETON,
In Charge of Chicago
Branch.

charge of the educational publications. Among the successful projects in this field due to the business foresight of Mr. Hayes are the Twentieth Century Text-books and the Home Reading Books. He has been connected with the management of the department for nearly thirty years.

The educational part of the business at the Chicago branch

is under the supervision of Mr. L. F. Gates, one of the most genial and promising book men of the West, while Mr. Amasa Walker, another firm believer in the expansive possibilities of the realm of good books, keeps his eye on the New England field with headquarters at the Boston house. The New York branch, which includes most of the southern territory, is under the charge of Mr. A. L. Hart.

Colonel Daniel Appleton, the present active business manager of the house, is among the staunchest promoters of its educational work, and lends a willing ear to all projects looking to the production and distribution of high-grade educational literature.

D. Appleton and Company's new location is but two blocks from the site of the new consolidated library of New York, now in process of construction. The vicinity of this great library will doubtless become in time the literary center of New York.

"A Laboratory Manual of Botany," by Otis W. Caldwell, of the Eastern Illinois State Normal school, prints outlines and directions for both laboratory and field work for the pupils of secondary schools. In the first half of the book the author considers "Plants at Work;" in the second half, their structure as developed in relation to the problems of nutrition and reproduction. General questions accompany each chapter. Published by D. Appleton & Co.



ARKANSAS.

Tomberlins—Architect Chas. L. Thompson, Little Rock, has plans for a school here. Pocahontas—A 6 or 8-room school to be erected; \$10,000. New Lewisville—A new school contemplated; write J. W. Warren, member building committee. Little Rock—Architect Rome Harding planned high school on Glendennin Hill, North Little Rock. Booneville—Architects Hoffman & Blakely, 801 Garrison Avenue, Ft. Smith, Ark., have plans for an 8-room school house.

CALIFORNIA.

Hollywood—New school contemplated. Pasadena—\$100,000 bonds to be issued for new high school. Covina—A \$10,000 school, planned by Jas. H. Bradbeer, architect, Los Angeles, Cal., will be erected. Azusa—\$12,000 bonds to be voted on for new high school. Palo Alto—Architects Curtis & Willcox, 126 Kearney Street, San Francisco, drew plans for new school to be erected. Lordsburg—Architect Ferdinand Davis, Pomona, Cal., has prepared plans for a 3-room school for La Verne school district; \$9,000.

COLORADO.

Glenwood Springs—Architect Theodore Rosenberg has plans for school for District No. 1; cost \$5,000. Grand Junction—Architect J. B. Boyer is preparing plans for an 8-room school; \$25,000. Golden—Building for hall of metallurgy for State School of Mines; Harlan Thomas, architect, Denver. Rifle—Architect J. B. Boyer, Grand Junction, Colo., has plans for addition to school; \$5,000. Palsades—An addition to be built to school, planned by J. B. Boyer, architect. Canon City—A \$25,000 school contemplated. La Junta—Architect G. W. Roe, Pueblo, Colo., drew plans for a 4-room school; \$12,000. Manzanola—A \$11,500 4-room school will be erected, according to plans of G. W. Roe, architect. Rockyford—A \$14,000 school, 4 rooms, to be built, planned by G. W. Roe, architect. Minturn—Architect Theodore Rosenberg, Glenwood Springs, Colo., drew plans for the \$3,500 school to be erected. Denver—A 4-room school will be built corner Arlington Street and W. 42d Avenue, planned by F. E. Kidder Architect Co.

CONNECTICUT.

Hamden—Architect Richard Williams, New Haven, has plans for a new school. Hartford—Architect J. J. Dwyer is completing plans for a 3-story, 4-room annex to school on Wilson Street.

DELAWARE.

Milford—A \$20,000 school to be erected, planned by Chas. G. Fisher, architect, Marshall Block.

DISTRICT OF COLUMBIA.

Washington—Architect A. O. Van Herbulis, Indian office, has completed plans for a seminary building for Catholic University of America; \$75,000.

GEORGIA.

Athens—Plans of Archt. Chas. E. Choate, Augusta, Ga., accepted for the Winnie Davis Memorial Hall for the State Normal School. Tifton—A \$15,000 school to be erected, designed by Lockwood Bros., architects, Columbus, Ga. Lagrange—Architect H. L. Walker, Atlanta is preparing plans for additions and alterations for the Southern Female College. Watkinsville—Architect Chas. E. Choate, Augusta, Ga., prepared plans for the \$5,000 school to be built. Athens—The Georgia State Normal School contemplates a new building, to be used as a training school.

ILLINOIS.

Palsgrove—School contemplated; address Geo. S. Durham, clerk. Madison—Architect Chas. Pauly, Edwardsville, Ill., has prepared plans for 4-room school; \$8,000. Mendota—Architect Wm. F. Pagels, 85 Dearborn Street, Chicago, drew plans for remodeling and building addition to school; \$8,000. Harrisburg—A township high school to be erected, planned by J. W. Gaddis, architect, Vincennes, Ind. Canton—Reeves & Baillie, architects, Peoria, Ill., planned new school addition; 4 rooms. Humrick—A 2-room school, to cost \$3,500, to be erected, planned by Architects Liese & Ludwick, Danville, Ill. Foosland—New school contemplated. Edinburg—A \$9,000 school to be built. Donovan—New school contemplated. Granite—Architects Hill & Kistner have prepared plans for 4-room school to cost \$8,000. Gilson—A \$5,000 school to be built, planned by Wm. Wolf, architect, Galesburg, Ill. Highland Park—Architects Chandler & Park, Racine, Wis., drew plans for a building for the Northwestern Military Academy; \$8,000. Chicago—A. F. Hughes, 134 Van Buren Street, is planning school at 78th and Coles Avenues, Cheltenham; \$25,000. Chicago—Architect Henry Worthmann has prepared plans for a school for St. Stephanus Evangelical Lutheran congregation, Rev. A. J. Buenger, pastor; \$5,000.

INDIANA.

Reddington—New school contemplated in Reddington Township; Bruce E. Davis, trustee.

INDIAN TERRITORY.

Chickasaw—Three 8-room schools to be erected after plans of Architect Wm. F. Schrage, Kansas City, Mo.; Architects Coady & Webster, Oklahoma, Okla., and Architects McKibben & McKibben, Muskogee, Ind. Ter. Sallisaw—Architects Hoffman & Blakely, 801 Garrison Avenue, Ft. Smith, Ark., drew plans for a 4-room school.

IOWA.

Conrad—Architects Smith & Gage, Des Moines, have plans for alterations and additions to school; \$4,500. Germania—Architect Harry W. Jones, 916 Lumber Exchange, Minneapolis, Minn., has plans for new \$6,000 school. East Waterloo—A \$35,000 high school contem-

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plated. Peterson—Architect G. F. Barlow, Spencer, Ia., drew plans for addition to school here. Emmetsburg—School to be built; Geo. S. Smith, secretary. Cincinnati—Architects J. C. & W. Woodward, Council Bluffs, Ia., have prepared plans for an 8-room school, to cost \$15,000. Mason City—A school to be built in District No. 9, Lincoln Township; E. H. Phillips, secretary. Cluthier—A new school contemplated; B. R. Roushar, secretary.

KANSAS.

Armourdale—Architect W. W. Rose, Kansas City, Mo., planned new school for St. Thomas Catholic Church Society; \$20,000. Laharpe—Architect F. M. Anderson, Iola, Kan., has prepared plans for new \$6,000 school, to be built. Gas—A 4-room addition to be built to school, planned by Roberts & Harris, architects, Iola, Kan.; \$6,000.

KENTUCKY.

Owenton—Architect W. J. Wade, Pleasureville, Ky., has plans for new \$12,000 school. Burnside—New \$5,000 school to be erected; write Benj. W. Lord, Corydon—Architects Harris & Shoppell, Evansville, Ind., drew plans for the contemplated 8-room school.

MAINE.

Portland—Alterations to be made to the Deering Center and Allen's Corner schools; F. A. & E. F. Fassett, architects, 93 Exchange Street. Springfield—Architects E. C. & G. C. Gardner have plans for a \$40,000 school. Oldtown—New school contemplated. Washburn—W. E. Mansur, architect, Bangor, Me., planned the 6-room school here, to cost \$20,000.

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MARYLAND.

Baltimore—Trustees of Peabody Institute, Mt. Vernon Place, will erect 3-story addition to same; about \$100,000; address P. R. Uhler, provost, care institute. Sparrows Point—Architects Owens & Sisco have plans for school; \$25,000.

MASSACHUSETTS.

West Springfield—J. F. Sheehan, architect, 77 Main Street, North Adams, Mass., planned the new 4-room school. Lenox—Architect J. McArthur Vance, Pittsfield, Mass., has plans for remodeling school; \$10,000. Peabody—New high school contemplated. Haverhill—Architects Perkins & Bancroft have prepared plans for a 4-room school here. Worcester—Architect J. W. Donahue, Springfield, Mass., drew plans for parochial school for St. Anne's Church Society. Norwood—An 8-room modern school to be built, according to plans of Henry Bailey Alden, architect, 42 Court Street, Boston.

MICHIGAN.

Dowagiac—Edw. C. Van Leyen architect, Detroit, drew plans for new 12-room high school to be built. Detroit—Malcomson & Higginbotham, architects, have plans for a \$40,000 school to be erected here. Muskegon—Architects Vierheilig & Clarke, Grand Rapids, Mich., are preparing plans for a \$12,000 academy for the Ursuline Sisters of Muskegon. Mohawk Mine, Keeweenaw Co.—Architect C. W. Maass, Calumet, Mich., planned new 4-room school; \$5,500. Detroit—Architect Harry J. Rill, 54 Buhl Block, has plans for parochial school for Church of Our Lady of the Rosary. Niles—City will expend \$5,000 for school addition. Ecorse—Architect Edw. C. Van Leyen, Detroit, has plans for a school for District No. 4. Covert—Architect A. M. Worthington, South Haven, Mich., drew plans for addition to school. Atlantic—Architect C. K. Shand, Calumet, Mich., has prepared plans for new \$12,000 school. Trimountain—Architect C. K. Shand drew plans for new 4-room school. Pewamo—A new \$5,000 school contemplated. Alpena—Three new schools to be erected; Paul Delaval, township clerk.

MINNESOTA.

Barrett—School to be erected, planned by S. J. Bowler, architect, Minneapolis, Minn. Grand Rapids—Architect F. D. Orff, Minneapolis, is preparing plans for a high school; \$35,000. Braham—Architect W. S. Hunt, 405 Insurance Exchange, Minneapolis, has plans for a 4-room school to cost \$10,000. Elk River—Architect W. B. Dunnell, Minneapolis, has plans for an \$8,000 school. Deerwood—Architect A. F. Rudolph, Duluth, Minn., has plans for a \$3,000 school. Storden—School to be erected; address John Nilson. Cloquet—An addition to be built to the high school, 4 rooms; \$14,000. Breckenridge—Architects Schuler Bros., Wahpeton, N. D., have prepared plans for a \$10,000 school here. Duluth—Architects Palmer, Hall & Hunt have plans for a building, to include manual training room, etc., to be erected here; \$25,000. Duluth—A. F. Rudolph, architect, 616 Manhattan Building, drew plans for a school on Minnesota Point. Dunnell—Architect C. H. Patsche, Fairmont, Minn., has plans for new school to be erected. Clarkfield—A new school contemplated; write Ole Thorhaug.

MISSOURI.

St. Louis—Wm. T. Ittner, commissioner of buildings, planned McKinley school; \$295,000. A \$19,000 school to be built. Also two new schools besides these. Hickman Mills—Architect Chas. A. Smith, 312 New York Life Building, Kansas City, Mo., has prepared plans for a \$5,500 school here. Excelsior Springs—Architect

Wm. Schrage, Kansas City, Mo., has prepared plans for an 8-room school; \$20,000. Salisbury—A 10-room school to be erected, planned by W. L. Garver, architect, Chillicothe, Mo. St. Louis—Rev. O. J. McDonald, 4132 Page Avenue, is having plans drawn for alterations to school; \$8,000. Novinger—A 4-room school to be erected; Marion Shopp, president of board.

NEBRASKA.

Bellevue—Finlay Hall, one of Bellevue College buildings to be rebuilt; \$10,000; plans by John McDonald, architect, 907 New York Life Bldg., Omaha. Hartington—A new school contemplated. Swedeburg—New school to be built in District No. 56; address John Nelson, chairman. Northbend—School to be erected in District No. 73; J. T. Zorn, chairman school board.

NEW HAMPSHIRE.

Whitefield—R. B. Eastman, architect, St. Johnsbury, Vt., drew plans for the new \$25,000 school to be built.

NEW JERSEY.

Groveville—Harry A. Hill, state architect, planned new school to be erected. Newark—Architect Oscar L. Teal, 35 Broadway, New York City, drew plans for a Sunday school for the Centenary Methodist Episcopal Church; \$13,000. Bridgeton—Architects Seymour & Paul A. Davis, Philadelphia, Pa., are preparing plans for new school in Second ward to cost \$25,000. Hawthorne—Architect Wm. E. Vermeulen, Patterson, N. J., drew plans for an \$8,000 school here. Verona—Architect Chris. Meyer, Montclair, N. J., has plans for alterations to school. Highbridge—A \$17,000 8-room school to be erected, planned by W. T. Townner, architect, 157 Summer Street, Boston, Mass. Trenton—Architects Brouse & Arend, First National Bank Building, drew plans for a \$3,000 school at East Trenton. Rockaway—Architect J. J. Vreeland, Jr., 15 Exchange Place, Jersey City, has plans for a \$6,000 addition to school. Tenent—Architect Warren H. Conover, 116 W. 23d Street, New York City, is preparing plans for a new school here. Pleasantville—The West Orange board of education has selected Architects J. J. & F. T. Marsh, Orange, N. J., to prepare plans for a \$10,000 school. Jersey City—John T. Rowland, architect, is drawing plans for alterations to school; \$5,500.

NEW YORK.

Brooklyn—A. W. Ross, architect, 131 Livingston Street, has plans for a pupils' toilet building to cost \$8,885. New York City—C. B. J. Snyder, architect, has plans for a \$120,000 school on 177th Street. Castleton—New school contemplated. Rome—F. W. Kirkland, architect, drew plans for new school to be erected. New York City—Architects York & Sawyer, 156 Fifth Avenue, have plans for side extension to school, on Blackwell's Island; \$70,000. Architects Carriere & Hastings, 28 E. 41st Street, will erect school for Society of Ethical Culture, corner of 63d and Central Park West. Lockport—Williams Street school to be built. W. E. Huston, architect. Northport, L. I.—A school to be erected, planned by B. F. Robbins, architect, Huntington, L. I. Jamestown—A new school, to cost

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\$40,000, to be erected, planned by Architect Clarence A. Fullerton; 10 rooms. Brooklyn—A. W. Ross, architect, will erect a \$46,000 school at corner of E. New York and Albany Avenues. Niagara Falls—A new school to be built in the Third Ward, according to plans of E. E. Joralemon, architect, 154-55 Gluck Building. Gloversville—An 8-room school to be erected, planned by A. A. Beattie, architect. New York City—A \$175,000 school to be erected at corner Broome and Cannon streets, planned by C. B. J. Snyder, architect.

NORTH DAKOTA.

Windsor—School to be erected in Mt. Pleasant district; address Will Sinclair. Hunter—A 2-story addition to be made to school; W. C. Albrant, architect. Fargo, N. D. Weller—A school contemplated; M. J. Peck, district clerk. Nesson—A new school contemplated; address J. M. Loughland, clerk. Dickinson—New school to be erected at South Dickinson; write M. L. Ayers, clerk. Hillsboro—New school contemplated; write Bernt Johnson, clerk. Emerado—A 4-room school to be built; architect, J. Friedlander, Grand Forks, N. D.

OHIO.

Springfield—Architect W. T. Mills, Columbus, O., has plans for two schools here; total \$4,000. Lancaster—Gov. Nash has approved plans for an industrial building for the Boys' Industrial School here; \$10,000. Mogadore—Wm. P. Ginther, architect, Akron, is preparing plans for a 4-room school. Kingman—Architect Edward Wood, Wilmington, O., drew plans for new school. Payne—A 10-room school to be erected according to plans of W. H. Powers, architect, Bluffton, Ind. Bellaire—School to be erected in District No. 12; John Giffin, president. Jelloway—New school to be erected; Chas. Scholes, clerk. Castalia—Architect Oliver W. Marble, Sandusky, O., has plans for addition to school in Erie County. Marietta—Architect W. A. Decker planned the two new schools to be built in Newroad and on Fairview Heights; total cost, \$22,800. Belden—New school contemplated; J. B. Krolsen, clerk. Cleveland—A new Kinsman Street school, to cost \$81,000, to be built; Orange street school, at a cost of \$55,000; Mound Street school at a cost of \$6,500; five portable schools, at cost of \$5,000; also Brownell street school, Sackett street school and West End school; Starr Cadwallader, director. Bishop I. F. Horstman, 583 Superior street, has had plans prepared for a \$20,000 school. Springfield—A 10-room school to be erected, according to plans of Robert C. Gotwald, architect, Gotwald building.

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Text Book News.

Fond du Lac, Wis. The board is considering the adoption of a new geography. The following books are under consideration: The Froebell's, Frye's, Rand-McNally's, Natural, Morton's and Farr & McMurray.

Heath's Modern Language Series has received the addition of a brief work on "German Composition," by E. C. Wesselhoeft, of the University of Pennsylvania. Abundant footnotes and a vocabulary. Published by D. C. Heath & Co.

The distinguishing features of the first reader in the series, to be known as the "Standard Readers," are these: Words are taught in connection with thought as by conversation; pupils are led to think thoughts that are worth knowing, that build character. Careful provisions are made for drills in the vowel and consonant sounds; the scientific alphabet, invented and recommended by the leading philologists of America and England, is used for pronunciation purposes—one sound for each symbol, one symbol for each sound. The illustrations are well done and help directly to explain the text. Nature lessons and special songs are other features. Published by Funk & Wagnalls.

New York City. Prof. J. McKeen Cattell, of Columbia University, has been selected by the Carnegie institution to compile a dictionary and biographical dictionary of the men of science of the United States.

The states of Colorado, Connecticut, Iowa, Kansas, Michigan, Minnesota, Montana, New York, North Dakota, Ohio, Washington, Wisconsin and Utah have optional free text-book laws.

California, Louisiana, Missouri, Nevada, Oregon, South Carolina, Texas, Virginia, Wyoming and Indiana have state uniformity laws, and the other states have county uniformity laws.

It is the duty of the state to educate its future citizens for its own defense, that they may be intelligent defenders of its rights.

Messrs. Houghton, Mifflin & Company will publish in September a volume of stories for children entitled "The Book of Nature Myths," by Miss Florence Holbrook, of the Forestville School, Chicago, Ill. It is a book for beginners in reading, designed to follow the author's popular "Hiawatha Primer," and is written from a carefully graded vocabulary built up on that of this earlier book. The first Myth contains only such words as are to be found in the Primer with the addition of the conventional six or seven new words that it is proper to bring into each lesson, the next adds more new words, and so on with the other Myths. The stories tell simply and interestingly the fancies of the early child-like people about the everyday facts of life—"Why the Sea is Salt," "Why the Woodpecker's Head is Red," "Why the Bear has a Short Tail," "Why the Evergreen Trees never lose their Leaves," and so on, reminding one of Kipling's "Just So Stories," or Joel Chandler Harris' "Br'er Rabbit." The book will contain illustrations by the well-known artist, E. Boyd Smith, and will be published in a form similar to that of the Hiawatha Primer.

Recent Adoptions.

Among the large number of adoptions for the Isaac Pitman system during the coming fall, those of the New York High School of Commerce and Girls' Technical High School are perhaps the most notable. As these schools are destined to be the leading commercial educational institutions in the United States, it must be considered a great victory for the system of shorthand in question. The Isaac Pitman shorthand displaces another method in the Bangor (Me.) High School, which is considered one of the best High Schools in that State. Other schools in-

roducing this system are: Girls' High School, Brooklyn, N. Y.; Richmond Hill (N. Y.) High School; New Haven (Conn.) High School; Coleman's National Business College, Newark, N. J.; Wood's Business College, Newark, N. J.; Wood's Brooklyn (N. Y.) School of Business and Shorthand; Browne's Brooklyn (N. Y.) Business College; Paine's Business College, New York City; Thompson's Business College, New York City; Kissick's Business College, Brooklyn, N. Y.; Merchants' and Bankers' School, New York City. In these schools the Revised Twentieth Century edition of the "Isaac Pitman Shorthand Instructor" will be used.

Little Rock, Ark. Frye's Geographies, United States History, known as "Our Country," Webb & Ware's Drawing System, Word Analysis, Baird's Arithmetic for the third, fourth and fifth grades, and Colaw & Ellwood's Arithmetic for the upper grades.

Whitewater, Wis. Redway's Physical Geography.

Doylestown, Pa. Progressive Course in Reading.

Duquoin, Ill. Heath's Practical Arithmetic, Hyde's New Course in Language and Rand, McNally's New Geographies.

Sioux City, Ia. Educational Music Course, published by Ginn & Company.

New Britain, Conn. Tarr & McMurray's Geography.

Heating and Ventilating.

Joliet, Ill. Heating contract for the Lincoln school awarded to the American Warming and Ventilating Company.

Superior, Wis. The American Heating Company being the lowest bidder for installing a plant for heating the new addition to the Cooper school, secured the contract.

Rome, N. Y. The American Warming and Heating Company, through Rougeat & Harper of this city, captured the heating contract for the new school in the Second Ward.

Warren, O. Bartlett Bros., of Cleveland, received the contract for heating the new high school building.

Dayton, O. Contracts awarded to the Peck-Williamson Heating and Ventilating Company, Cincinnati Heating & Ventilating Company and Eureka Foundry Company.

School Boards Needing Teachers.

School boards and school authorities who happen to have an emergency demand for teachers of any description, cannot make a mistake in calling on the Independent Teachers' Agency of Waterloo, Ia. This Agency is managed by a college graduate, a man who has had eleven years experience in educational work and has conducted some of the best public schools in the western Middle States. If a sudden demand for a teacher happens and the parties needing a teacher will inform the Agency definitely of what they want, the demand will be supplied immediately with care and accuracy.

Teachers Without Positions.

You should write the Syracuse Teachers' Agency, Noah Leonard, Ph. D., proprietor, Syracuse, N. Y., and see what it can do for you. This agency is in close touch with the school authorities in all parts of the United States, and supplies, annually, many vacancies, its recommendations always being accepted as a proof of the teachers' ability in the line of work desired. The Syracuse Teachers' Agency has a widely-extended reputation for fair and honorable treatment of all its patrons, and if the teacher has ability and training, this agency can soon place him or her in a good paying position and with but a small charge for the services rendered.



PROF. J. E. BANGS,
Assistant State Supt. of Public Instruction, Illinois.

Mr. J. E. Bangs, who has been recently appointed assistant state superintendent of public instruction for Illinois, is a native of that state and is, we believe, the first native Illinoisan to hold that office.

Coming from Puritan ancestry, his grandfather serving in the Revolutionary war, Mr. Bangs possesses many of the sturdy characteristics of those pioneers, who stood for liberty, equality and justice. His boyhood was spent on the farm in La Salle County, where he early learned self-sacrifice and endurance through the discipline of hard work. From the age of 16 he earned his own spending money, paid for his clothes and books, and later made his way through school. He had taught several terms in the rural school before going away to school, and since leaving college his work has been that of teacher, principal, high school principal and city superintendent, thus giving him an experience in nearly all lines of public school work, which cannot fail to be of much value to him in his new position.

For the past eight years he has been principal of the Pontiac Township High School, which he established in 1894, and for the previous eight years he was city superintendent of the Fairbury schools.

Every change in position, since his earliest engagement in the rural schools, has been caused by an invitation to a larger field of work and a larger salary, and has been made in the face of a unanimous tender of his former position at a material advance in salary. He holds a life state certificate in Illinois, gained on an examination, and for the past sixteen years has become well known throughout the state as an institute conductor. He was, for several years, president of the Livingston County Teachers' Association, has served in an active manner on various committees of the Central, Northern and State Associations; was vice-president of the Northern Illinois State Teachers' Association in '96, and was in 1900 one of the vice-presidents of the Illinois State Teachers' Association. He is an active member of the National Teachers' Association, and a member of the National Society for the Scientific Study of Education.

In 1891, Mr. Bangs was a prominent candidate for the Illinois State Republican convention for the nomination for state superintendent, receiving 365 votes in the convention and being second only to Mr. Bayliss, the present incumbent.

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School Activity in the Philippines.

Notwithstanding the great dissatisfaction that has been represented as existing among the American teachers of the Philippines, the schools of Panay are opening up favorably for the new term, and most of the teachers are at their posts of duty with scores of bright little "brownies" to instruct.

There is no question but that the teachers have had cause for complaints made—denial of promised commissary privileges, stoppage of payment for night school during vacation, and a most decidedly unsatisfactory monetary arrangement for the payment of teachers, have been the chief causes of dissatisfaction. A few of the teachers have resigned and returned to the states and a few have gone into business here, but this is presumably satisfactory to the Commission, as there seems to be a desire to reduce, somewhat, the present force.

The Public Schools of Iloilo are beginning the new school year with a fair attendance and an encouraging outlook. Seven American and ten native teachers are employed. A new school house has been built by the municipality, which materially adds to the school facilities of the city.

A Normal School has just been opened with a bright future ahead of it, one hundred and forty-three students having matriculated the first day. This school is held in a large residence building of the better class. It has convenient, airy rooms and is rented by the Province at one hundred and twenty-five dollars (gold) per month.

One hundred and fifty of the Grand Rapids Adjustable Desks have just been set up in the recitation rooms of our building, and the little brown men and women say they are "mucho bueno." More American school desks are still to come. It is quite probable that a Trades School will be started here in the near future.

Everything moves very slowly in this country, however, and it is not surprising that the wide-awake, progressive teacher, full of Yankee push, is a bit disgusted sometimes with the "mañana" feature of this tropical people.

Everything seems to be reversed here, however, and it need not be a matter of surprise that where one must look north at noon to see the sun, and where people we meet expect us to turn to the left instead of to the right, "Never put off until tomorrow what you can do today" should be turned into "Never do today what you can put off until tomorrow."

It is a great country, though, and grand possibilities lie ahead for it, if Congress will just make proper laws for its government, and the educational movement that has been inaugurated is carried to the finish. W. H. LEEK,

Teacher of English, Iloilo, Panay, P. I.

A Bookman's Watermelon Philosophy.

The average bookman is a keen observer and a close student of nature's products. L. V. La Taste, a Georgian, who was transferred to Texas a year ago, has already made some valuable observations. These are for the present confined to the watermelon.

He philosophizes as follows:

As a peacemaker the watermelon has no superior, if, indeed, an equal. It has been claimed that the only effective method for breaking up a nigger festival, at the razor period, is by "busting" a forty-pound watermelon in the midst of the frenzied crowd. This scheme is said to work like a charm when the cackling of a hen, or the crowing of a rooster will go unnoticed. Then, again, did not Dr. Tanner end his long fast by roaring out for a slice of Georgia melon. I presume the Texas article was to fame unknown at the time of which I speak. Again, it is stoutly maintained that Eddie number VII. gave the

first evidence that the crowning festivities were to go on to a finish in the shape of a royal demand for a quarter section of watermelon. But, do we have to question any Tanners and King Edwards? Who has seen a lean and hungry man with 50 per cent. of his face buried in the saccharine inwardness of a watermelon, and noted the grunts of satisfaction, given forth from time to time, and not reached the conclusion that the watermelon is "great" as a bringer of solid satisfaction?



DR. J. F. CHVATAL,
Member Board of Education,
Chicago.

If I were called upon to name the three graces (agriculturally speaking), I would say the "sugar yam," "Elberta peach," and the "Texas watermelon," but the greatest of these is the watermelon. Press onward in your good work and thus hasten the day when the humblest citizen of Texas shall boast a field of these wonderful peacemakers close at hand. Then may the heathen rage and the Mount Pelees cast forth hot stuff, but we will defy them to do their worst, as we sit supremely contented, each of us with a forty-pounder hugged close to his bosom, and contemplating, with active salivary glands, the good time when we shall have bursted his royal highness on the nearest stump and proceed to investigate his internal charms.

Paying Teller—Sorry to say it, but there are no funds.

Man at Window—Then you mean to say that school warrant is good for nothing?

Paying Teller—Oh, no, I wouldn't care to go as far as that! It might be of value to you as a memorial or keepsake; but it isn't what—er—you'd call negotiable, you know.

In the annual report of the state board of education of Connecticut, the low educational standards which obtain in public schools in some sections of the state are criticised. The board thinks the state should establish a system of supervision "which will prevent the waste of state funds, and which will tend to prevent the frittering away of the precious time of young children." The appointment of qualified persons to ascertain the fitness of teachers and to direct the vital activity of the school is recommended. The board urges also that grants from state funds should be based upon the average daily attendance instead of upon the school census, and the amount paid to the small and poor



MR. CASSIUS L. BAKER,
President Board of Education, Erie, Pa.

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towns and cities are all growing rapidly in the Northwest.

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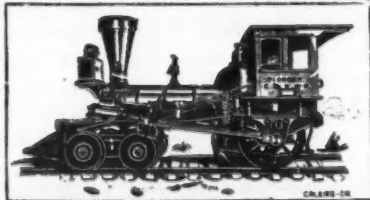
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